

# Program and Course Approval Handbook

**Fourth Edition**  
March 2012

California Community Colleges Chancellor's Office  
*Jack Scott, Chancellor*

041000	Biotechnology
043000	Other Biological Sciences
049900	Business and Commerce, General
050100	Accounting
050500	Banking and Finance
050400	Business Administration
050500	Business Management
050600	International Business and Marketing and Distribution
050900	Logistics
051000	Real Estate
051100	Insurance
051200	Office Technology and Industrial Management



*“Empowering Community Colleges through  
Leadership, Advocacy, and Support”*



## Officers of the Board

Scott Himelstein  
*President*

Manuel Baca  
*Vice President*

## Members of the Board

Geoffrey L. Baum

Natalie Berg

Joseph J. Bielanski, Jr.

Danny Hawkins

Lance T. Izumi

Peter MacDougall

Deborah Malumed

Henry A. J. Ramos

Gary Reed

Jurena Storm

Ning Yang

## Chancellor's Office

Jack Scott  
*Chancellor*

Steven Bruckman  
*Executive Vice Chancellor for Internal Operations/  
General Counsel*

Erik Skinner  
*Executive Vice Chancellor for Programs*

Barry A. Russell  
*Vice Chancellor for Academic Affairs*

Marlene Garcia  
*Vice Chancellor for Government Relations*

Linda Michalowski  
*Vice Chancellor for  
Student Services and Special Programs*

Van Ton-Quinlivan  
*Vice Chancellor for  
Workforce and Economic Development*

Patrick Perry  
*Vice Chancellor for  
Technology, Research, and Information Services*

Dan Troy  
*Vice Chancellor for Fiscal Policy*





This *Program and Course Approval Handbook* (PCAH) was published May 1985, July 1987, September 2001, March 2003, March 2009, and again in March 2012.

Over the years, the development and revised editions of the PCAH have had expert review and comment by representatives of the Academic Senate for California Community Colleges, Chief Instructional Officers of the California Community Colleges, and the California Community Colleges Association for Occupational Education, System Advisory Committee on Curriculum and Chancellor's Office staff. The Chancellor's Office acknowledges the expertise and valuable contributions of all those involved in the development of this handbook.

This handbook is available on the Chancellor's Office website at [www.cccco.edu](http://www.cccco.edu) located on the Academic Affairs Division page. For comments or questions about this handbook or about program or course approval, please submit a written inquiry to [curriculum@ccco.edu](mailto:curriculum@ccco.edu).





# Table of Contents

---

<b>INTRODUCTION.....</b>	<b>1</b>
<b>HISTORY .....</b>	<b>3</b>
<b>ALPHABETICAL LIST OF ACRONYMS .....</b>	<b>4</b>
<b>SECTION 1: GENERAL GUIDELINES AND INFORMATION.....</b>	<b>6</b>
CCC Curriculum Inventory.....	7
Review of the 10 California Community College Forms .....	7
Review of Proposal Actions .....	10
Course Definition .....	10
Course Outline of Record .....	11
MIS Data Elements – Course Basic Record.....	12
Program Definition .....	13
<b>The Taxonomy of Programs .....</b>	<b>15</b>
<b>Curriculum Approval and Authority.....</b>	<b>16</b>
<b>Development Criteria for Credit and Noncredit Programs .....</b>	<b>17</b>
Criteria A. Appropriateness to Mission .....	17
Criteria B. Need .....	18
Criteria C. Curriculum Standards.....	22
Criteria D. Adequate Resources .....	23
Criteria E. Compliance .....	23
<b>California Postsecondary Education Commission .....</b>	<b>25</b>
<b>General Curriculum Topics.....</b>	<b>26</b>
Cooperative Work Experience Education .....	26
Distance Education .....	26
Independent Study.....	27
Nursing Practice Act .....	27
Open-Entry/Open-Exit.....	28
Periodic Review of Established Programs.....	28
Special Classes Instruction for Students with Disabilities .....	29
Student Fees.....	30
To Be Arranged (TBA) Hours Compliance Advice Legal Advisory 08-02 .....	30

<b>Inter-Campus Program Development .....</b>	<b>32</b>
Conjoint Programs .....	32
Conversion of an Educational Center to a New College .....	33
Curriculum Approval of New Colleges and New Educational Centers .....	34
Curriculum Standards for New Colleges.....	35
Curriculum Standards for New Educational Centers .....	35
Programs Relocated to Another College in the Same District.....	36
<b>SECTION 2: CREDIT CURRICULUM .....</b>	<b>38</b>
Credit Course .....	39
Stand-alone Credit Courses.....	39
Program-Applicable Courses .....	40
Degree-Applicable Credit Courses .....	41
Nondegree-Applicable Credit Courses .....	42
Transferable Courses .....	43
Relationship of Hours to Units .....	45
Repetition .....	48
Open Courses .....	50
Prerequisites .....	51
<b>Credit Programs .....</b>	<b>54</b>
Associate in Arts and Associate in Science Degrees .....	54
Transfer Model Curriculum (TMC) and AA-T and AS-T Degrees .....	54
Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T).....	55
Accrediting Commission for Community and Junior Colleges.....	56
General Education .....	57
Major or Area of Emphasis .....	58
Certificates of Achievement .....	59
Certificates of Achievement in CSU-GE-Breadth and IGETC .....	60
A Degree or Certificate of Achievement Program with a Specified Program Goal.....	61
Career Technical Education (CTE) Program Goal .....	61
Transfer Goal .....	62
Other Goal.....	62
Apprenticeships Credit or Noncredit .....	63
<b>Instructions for Completing Proposal Forms .....</b>	<b>65</b>
<b>New Credit Programs .....</b>	<b>68</b>
CCC-501: New Credit Program .....	68
Planning Summary.....	70
Development Criteria Narrative and Documentation .....	73
Signature Page .....	89
Attachments Required .....	89

CCC-510: Substantial Changes to an Approved Credit Program	90
Planning Summary.....	93
Development Criteria Narrative and Documentation .....	94
Signature Page .....	108
Attachments Required .....	108
CCC-511: Credit Program Nonsubstantial Change .....	109
Attachments Required .....	113
CCC-530: New Credit Course.....	114
Catalog Description.....	116
Justification for Need .....	116
Attachments Required .....	116
CCC-580: Modification to an Approved Credit Course .....	118
Attachments Required .....	119
CCC-300: Application for Approval Credit or Noncredit Apprenticeship Program.....	120
Planning Summary.....	121
Development Criteria Narrative and Documentation .....	121
Attachments Required .....	128
<b>SECTION 3: NONCREDIT CURRICULUM .....</b>	<b>130</b>
Noncredit Courses .....	131
MIS Data Element Dictionary—Course Basic Record .....	131
Noncredit Categories Eligible for Apportionment.....	133
<b>Noncredit Programs .....</b>	<b>138</b>
Apprenticeships Credit or Noncredit .....	138
Noncredit Career Development and College Preparation (CDCP).....	139
Adult High School Diploma Programs .....	140
<b>Instructions for Completing Noncredit Proposal Forms .....</b>	<b>141</b>
General Instructions for Completing Proposals .....	141
CCC-456: New Noncredit Course.....	142
Course Information .....	143
Attachments Required .....	146
CCC-480: Modifications to Approved Noncredit Course .....	147
Course Information .....	148
Attachments Required .....	150
CCC-460: Noncredit Career Development and College Preparation (CDCP) Program for SB 361 Enhanced Funding.....	151
Program Information .....	152
Attachments Required .....	153
Adult High School Diploma Program Requirements and Criteria .....	153
Attachments Required for AHSDP.....	155

CCC-461: Modification Request to an Approved Noncredit Program .....	156
Program Information .....	157
Attachments Required .....	158
CCC-300: Application for Approval Credit Noncredit Apprenticeship Program .....	159
Planning Summary.....	160
Development Criteria Narrative and Documentation .....	160
Attachments Required .....	169
<b>APPENDIX A: CREDIT FORMS .....</b>	<b>170</b>
<b>APPENDIX B: NONCREDIT FORMS .....</b>	<b>190</b>
<b>APPENDIX C: LEGAL AUTHORITY.....</b>	<b>203</b>



# Introduction

---

This handbook assists California Community College (CCC) administrators, faculty, and staff in the development of programs and courses and the submission of these proposals for approval.

By law, the Chancellor is required to prepare and distribute a handbook for program and course approval (California Code of Regulations, title 5, §55000.5). The Chancellor has delegated these responsibilities to the Academic Affairs Division of the Chancellor's Office.

This fourth edition of the *Program and Course Approval Handbook* (PCAH) replaces all previous editions, including any published supplements and addendums prior to 2012. Additionally, the handbook replaces the *Course Standards Handbook* published by the Educational Standards and Evaluation Unit of the Chancellor's Office in July 1987.

The complete and current text of all California statutes, including the California Education Code (Education Code) sections referred to herein, may be viewed at [www.leginfo.ca.gov](http://www.leginfo.ca.gov). The complete and current text of all regulations in the California Code of Regulations, title 5, including those referred to in this handbook, may be viewed on the at [www.calregs.com](http://www.calregs.com).

The PCAH provides curriculum originators with the following:

- Chancellor's Office program and course approval procedures for the submission of programs and courses and approving programs on a statewide basis
- A framework for consistent documentation of the content and objectives of programs and courses
- Understanding of uniform practices in curriculum development as established in the field of curriculum design and instructional technology and as recommended by the Academic Senate for California Community Colleges

The handbook is organized into three sections:

- **Section 1: General Information** includes information relevant to credit and noncredit curriculum development criteria and other general curriculum topics.
- **Section 2: Credit Curriculum** describes the standards and criteria and approval procedures for credit programs and courses, and instructions for completing proposals for approval by the Chancellor's Office using the CCC Curriculum Inventory.
- **Section 3: Noncredit Curriculum** describes the standards and criteria for the development of noncredit programs and courses, including procedures and instructions for completing proposals for approval by the Chancellor's Office using the CCC Curriculum Inventory.

## History

---

By statute, the Board of Governors has statewide responsibility for approving all new instructional programs and courses offered by community colleges. This mandate is one of the earliest and most basic legislative charges to the Board. Before 1968, approval of programs for junior colleges was the responsibility of the State Board of Education. When the Board of Governors of the California Community Colleges was created by the Legislature in 1968, this responsibility was transferred to the new Board, which is detailed in California Education Code section 70901.

The Legislature also made the requirement for state approval part of the finance law for community colleges. This provision was part of the Education Code for many decades, but in 1991 it was shifted to the California Code of Regulations, title 5, March 2009, Page B–2, section 58050.

The PCAH was developed to provide the CCC system with general guidelines and instructions for the submission of curriculum for approval and maintenance. Since the first publication, updates have been published May 1985, July 1987, 1992, March 1995, September 2001, March 2003p, and March 2009 to improve or incorporate information, forms, and updates to California Code of Regulations title 5 and California Education Code. Each published edition of handbook replaces preceding editions.

Since 2004, the Chancellor's Office, in partnership with the System Advisory Committee on Curriculum (SACC), has been dedicated to providing support to local colleges in the design and implementation of quality academic programs for California Community College students. Representatives of the SACC continue to provide valuable guidance and expertise to the Chancellor's Office.

## Alphabetical List of Acronyms

---

<b>Acronym</b>	<b>Definition</b>
<b>AA</b>	Associate in Arts
<b>AA-T</b>	Associate in Arts for Transfer
<b>ACCJC</b>	Accreditation Commission for Community and Junior Colleges
<b>AHSDP</b>	Adult High School Diploma Program
<b>AS</b>	Associate in Science
<b>AS-T</b>	Associate in Science for Transfer
<b>ASCCC</b>	Academic Senate for California Community Colleges
<b>ASSIST</b>	Articulation System Stimulating Interinstitutional Student Transfer
<b>C-ID</b>	Course Identification
<b>CAHSEE</b>	California High School Exit Exam
<b>CB</b>	Course Basic
<b>CCC</b>	California Community Colleges
<b>CDCP</b>	Career Development and College Preparation
<b>COR</b>	Course Outline of Record
<b>CPEC</b>	California Postsecondary Education Commission
<b>CSU</b>	California State University
<b>CSU-GE-Breadth</b>	California State University General Education – Breadth
<b>CTE</b>	Career Technical Education
<b>DAS</b>	Division of Apprenticeship
<b>DED</b>	Data Element Dictionary
<b>DSPS</b>	Disabled Students Programs and Services
<b>EDD</b>	Employment Development Department
<b>ESL</b>	English as a Second Language
<b>ETAC</b>	Educational Technologies Advancement Committee
<b>FII</b>	Fund for Instructional Improvement
<b>FTES</b>	Full-time Equivalent Students
<b>HBA</b>	Hours by Arrangement
<b>ICAS</b>	Intersegmental Committee of Academic Senates
<b>IGETC</b>	Intersegmental General Education Transfer Curriculum
<b>JAC</b>	Joint Apprenticeship Committee
<b>LMI</b>	Labor Market Information
<b>LMID</b>	Labor Market Information Division
<b>MIS</b>	Management Information Systems

<b>NPA</b>	Nursing Practice Act
<b>OES</b>	Occupational Employment Statistic
<b>PCAH</b>	Program and Course Approval Handbook
<b>RN</b>	Registered Nurse
<b>RSI</b>	Related and Supplemental Instruction
<b>SACC</b>	System Advisory Committee on Curriculum
<b>SAM</b>	State Administrative Manual
<b>SB</b>	Senate Bill
<b>SCANS</b>	Secretary of Labor's Commission on Achieving Necessary Skills
<b>SOC</b>	Standard Occupational Classification
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>TBA</b>	To be Arranged
<b>TCSU</b>	Transfer California State University (CSU)
<b>TMC</b>	Transfer Model Curriculum
<b>TOP</b>	Taxonomy of Programs
<b>UC</b>	University of California
<b>WASC</b>	Western Association of Schools and Colleges

## Section 1: General Guidelines and Information

---

The California Education Code and the California Code of Regulations, title 5, provide the mandate on the content of program and course proposals. The Chancellor's Office reviews community college proposals within the context of title 5 regulations. The California Education Code and the California Code of Regulations, title 5, can be accessed at the Chancellor's Office website at [www.cccco.edu](http://www.cccco.edu) under the Legal Affairs web page.

The Chancellor's Office requires that community college program and course approvals be submitted electronically using the California Community Colleges Chancellor's Office CCC Curriculum Inventory (CCC Curriculum Inventory). The *CCC Curriculum Inventory User Guide* details the procedures on how to submit proposals and is available online at <http://curriculum.cccco.edu>.

The Chancellor's Office review of proposals occurs within 60 days, subject to the number of proposals received. A program is not automatically approved if a response is not received within a specific period of time. Proposals are reviewed by Chancellor's Office staff members in the Academic Affairs Division, who render a recommendation to the Vice Chancellor of Academic Affairs or his or her designee. In addition, the Chancellor's Office may ask for input from a person knowledgeable in the subject matter area of the proposed program. If the Chancellor's Office needs to contact the college to request information or discuss some aspect of the proposal, the reviewer will contact the person identified on the proposal as the contact person.

Community college program and course proposals require review and approval by the Chancellor's Office prior to being offered at the community college. Formal notifications of program and course approvals are sent by email to the campus's Chief Instructional Officer, with a copy to the campus contact person and any other appropriate campus representatives.

## CCC Curriculum Inventory

The CCC Curriculum Inventory was designed and is maintained by Governet. The CCC Curriculum Inventory is used to electronically submit new program and course proposals, to modify existing programs and courses, and to deactivate or delete programs and courses no longer offered at the community college. The current design of the CCC Curriculum Inventory includes 10 forms that community college campus representatives use to submit a proposed action.

The CCC Curriculum Inventory will be redesigned to offer an electronic drop-down menu to create and modify programs and courses. The new features will replace the 10 forms used to submit proposals. The new design is planned to go into beta test mode Spring 2012, and the release of the CCC Curriculum Inventory Version 2 is planned to be implemented Summer 2012. While the electronic design will look different, the program and course requirements described herein will not change.

This handbook offers an overview of the program and course approval process and discusses the use of the forms associated with these actions. The *CCC Curriculum Inventory User Guide* details the procedures on how to submit proposals electronically. The *CCC Curriculum Inventory User Guide* is available online at <http://curriculum.cccco.edu>.

## Review of the 10 California Community College Forms

Briefly, there are 10 California Community College forms available to be used by colleges submitting new or modified program or course proposals. As mentioned, local community college campus representatives use the CCC Curriculum Inventory to submit a new proposal, modify an existing program or course, or deactivate or delete programs or courses no longer offered at the community college by completing and submitting the appropriate form. Table 1 provides a list of the 10 CCC Curriculum Inventory forms. The forms are described in greater detail in the credit and noncredit sections of this handbook

**Table 1. Brief Review of the 10 CCC Forms**

Form Number and Title	Purpose
CCC 300 Apprenticeship Program	Use this form to submit a new apprenticeship program proposal (credit or noncredit).
CCC 456 New Noncredit Course	Use this form to submit a new noncredit course proposal.
CCC 460 New Noncredit Program	Use this form to submit a new noncredit career development and college preparation program for Senate Bill (SB) 361 Enhanced Funding program proposal.
CCC 461 Noncredit Program Change	<p>This form is also titled <i>Modification Request to an Approved Noncredit Program</i>. Use this form for the following:</p> <ol style="list-style-type: none"> <li>1. Add or remove stand-alone noncredit courses to an existing approved noncredit program.</li> <li>2. Update the Taxonomy of Programs (TOP) code or program hours.</li> <li>3. Update from Inactive to Active status.</li> <li>4. Update from Active to Inactive status.</li> </ol>
CCC 480 Noncredit Course Change	This form is also titled <i>Modifications to an Approved Noncredit Course</i> . Use this form to modify existing Management Information Systems (MIS) Data Elements or other modifications permitted on the form.
CCC 501 New Credit Program	Use this form to submit a new credit program proposal. Associate in Arts Degree (AA) <i>or</i> Associate in Science Degree (AS) <i>or</i> Associate in Arts for Transfer (AA-T) Degree <i>or</i> Associate in Science for Transfer (AS-T) Degree <i>or</i> Certificate Programs
CCC 510 Credit Program Substantial Change	<p>This form is also titled <i>Substantial Changes to an Approved Credit Program</i>. Use this form to add to an approved credit program:</p> <ol style="list-style-type: none"> <li>1. AA Degree</li> <li>2. AS Degree</li> <li>3. AA-T Degree</li> <li>4. AS-T Degree</li> </ol> <p>Certificate of Achievement:</p> <ol style="list-style-type: none"> <li>5. 18+ semester or 27+ quarter units</li> <li>6. 12-18 semester or 18-27 quarter units</li> </ol>

<p>CCC 511 Credit Program Nonsubstantial Change</p>	<p>This form is also titled <i>Nonsubstantial Changes to an Approved Program</i>. Use this form for the following:</p> <ol style="list-style-type: none"> <li>1. Nonsubstantial change to previously approved program.</li> <li>2. Change from Inactive to Active status.</li> <li>3. Change from Active to Inactive status.</li> <li>4. Remove or delete an entry from current college program Inventory.</li> </ol>
<p>CCC 530 Credit Course</p>	<p>Use this form to submit a new credit course proposal.</p>
<p>CCC 580 Credit Course Modification</p>	<p>Use this form to for modifications to an approved credit course.</p>

## Review of Proposal Actions

Community college proposals are reviewed for content and completion. A proposal review may result in one of five actions: Approve, Approve with Limited Duration, Deny, Request Changes (college must provide additional information), or Withdraw (a decision by the community college). Final action notifications are automatically generated by the CCC Curriculum Inventory. These notices are emailed to the Chief Instructional Officer and campus contact representatives. All actions by the Chancellor's Office and the proposal originator are recorded on the proposal transcript in the CCC Curriculum Inventory.

**Table 2. Chancellor's Office Proposal Actions**

Curriculum Type	Actions
Credit and Noncredit	Approve – The program or course is entered into the CCC Curriculum Inventory with no expiration date.
Credit	Approve with Limited Duration – A program or course may be approved with limited duration (one to three years). The limited duration period allows the community college time to obtain and submit required information for permanent approval. Limited duration approval, for example, may be awarded when a proposal is in an emerging field and articulates with only one baccalaureate institution. Permanent approval of a program intended for transfer requires evidence of major courses fulfilling lower-division requirements for three baccalaureate institutions, so limited duration gives the community college time to develop additional articulation agreements.
Credit and Noncredit	Request for Change(s) – The proposal originator will receive an email from the CCC Curriculum Inventory. Chancellor's Office staff will provide technical assistance to the community college to ensure a favorable outcome is rendered, if possible. This step will always occur before a proposal is denied or before limitations are attached to the approval.
Credit and Noncredit	Deny – A proposal will be denied if it does not meet the program or course requirements outlined in title 5. If a proposal is denied, the college can redesign and resubmit the proposal as a new proposal.
Credit and Noncredit	Withdraw – The Chief Instructional Officer may opt to formally withdraw a proposal submitted into CCC Curriculum Inventory.

## Course Definition

The governing board of each community college district has responsibility, under Education Code section 70902, to approve courses offered in that district. Title 5, section 55002, further provides that every course must be recommended for approval by the curriculum committee before it goes to the governing board for approval.

The curriculum committee and the governing board, as well as the district's and college's academic administrators (as delegated by the governing board) are also responsible for ensuring that regulatory standards are met, such as those for university transfer, general education certification, and intersegmental articulation for particular majors.

Title 5, section 55000, defines **course** as "an organized pattern of instruction on a specified subject offered by a community college." Title 5, section 55002, further defines courses as degree-applicable credit, nondegree-applicable credit, and noncredit courses. Title 5, section 55100, provides the framework for approval of credit courses. In order for noncredit courses to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to title 5, chapter 6, subchapter 2, article 2 (commencing with section 55150) and satisfy the requirements of section 58160 and other applicable provisions of chapter 9, commencing with section 58000.

Title 5, section 55000, defines **prerequisite** as a "condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program." Section 55003 specifically relates to prerequisites, corequisites, and recommended preparation for credit courses.

All credit and noncredit courses offered by a community college are subject to approval by the district governing board. That approval is often called "local approval."

Local approval of degree-applicable credit, nondegree-applicable credit, and noncredit courses must include review by the curriculum committee established according to title 5, section 55002. The curriculum committee and the governing board must determine that the course meets the standards of sections 55002, 55002.5, 55003, 55062, and all other applicable provisions of title 5. In addition, all courses must be appropriate to the mission of the community college system, as defined in Education Code section 66010.4 and must also be consistent with requirements of accrediting agencies.

Local approval is required prior to submitting any course for Chancellor's Office approval. All noncredit courses are subject to Chancellor's Office approval before students may be allowed to enroll in the courses. Under some conditions described on the following pages, credit courses may not require Chancellor's Office approval.

## Course Outline of Record

Every course is required to have an official Course Outline of Record (COR). The COR, for either credit or noncredit courses, must fully describe the course. Table 3 below lists the required elements for degree-applicable credit courses, nondegree-applicable credit courses, and noncredit courses. Required elements for credit courses, both degree-applicable and nondegree-applicable, are specified in title 5, section 55002 (a) and (b); required elements for noncredit courses are specified in section 55002(c). Current CORs must be maintained in the official college files (paper or electronic database) and made available to each instructor.

**Table 3. Comparison of Requirements for COR Type**

<b>Credit Degree-applicable</b>	<b>Credit Nondegree-applicable</b>	<b>Noncredit</b>
Contact Hours and Units	Contact Hours and Units	Contact Hours (no Units)
Any Prerequisites, Corequisites, and any Advisories	Any Prerequisites, Corequisites, and any Advisories	Advisories or Course Entry Expectations (optional)
Catalog Description	Catalog Description	Catalog Description
Objectives	Objectives	Objectives
Content / Specific Body of Knowledge	Content / Specific Body of Knowledge	Content / Specific Body of Knowledge
Methods of Instruction	Methods of Instruction	Methods of Instruction
Examples of Reading, Writing and Out-of-Class Assignments	Examples of Reading, Writing and Out-of-Class Assignments	Examples of Assignments and/or Activities. Out-of-Class Work is optional
Methods of Evaluation	Methods of Evaluation	Methods of Evaluation (Grades Optional)

Taken together, the content of the course, the methods of instruction, the assignments, and the methods of evaluation must be described in the COR in a manner that is integrated and leads to the achievement of the course objectives.

## MIS Data Elements – Course Basic Record

In addition to title 5 requirements, each course submitted must also identify the appropriate values for MIS Data Elements in the Course Basic Record reported to the Chancellor's Office Management Information Systems (MIS). The MIS data elements for courses include:

**Table 4. MIS Data Elements – Course Basic Record**

<b>DED #</b>	<b>Data Element Name</b>
<b>CB01</b>	Course Discipline and Number
<b>CB02</b>	Course Title
<b>CB03</b>	Course TOP Code
<b>CB04</b>	Course Credit Status
<b>CB05</b>	Course Transfer Status
<b>CB06</b>	Maximum Course Units
<b>CB07</b>	Minimum Course Units
<b>CB08</b>	Course Basic Skills Status
<b>CB09</b>	Course SAM Priority Code
<b>CB10</b>	Course Cooperative Work Experience Education Status
<b>CB11</b>	Course Classification Status
<b>CB13</b>	Course Special Class Status
<b>CB21</b>	Course Prior to Transfer Level
<b>CB22</b>	Noncredit Eligibility Category
<b>CB23</b>	Funding Agency Category
<b>CB24</b>	Course Program Status

For more information regarding the MIS data elements, refer to the Data Element Dictionary (DED) available on the Chancellor's Office website under the Technology, Research, and Information Systems Division [www.cccco.edu](http://www.cccco.edu).

## Program Definition

An **educational program** is defined in title 5, section 55000(g), as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." In practice, however, the Chancellor's Office approves only associate degrees and those credit certificates that community colleges wish to award to students and which will be listed on transcripts, and all noncredit programs.

The types of educational programs that must be submitted to the Chancellor's Office for approval are the following:

### Credit Programs

- Associate Degrees
- Certificates of Achievement that require 18 or more semester units or 27 or more quarter units

### Noncredit Programs

All noncredit programs that receive state funding must be submitted to the Chancellor's Office for approval. These include:

- Course sequences in Career Development and College Preparation (CDCP) that lead to Certificates of Completion or Certificates of Competency for which enhanced funding as enacted by SB 361 is requested
- High school diploma programs

## The Taxonomy of Programs

The Taxonomy of Programs (TOP) is a system of numerical codes used at the system level to collect and report systemwide information on programs and courses that have similar outcomes. Local program titles, however, differ substantially from college to college. For example, one college may offer a program titled Mechanized Agriculture, another college may offer a program called Agriculture Engineering Technology, and a third college may offer a program with the title Agriculture Equipment Operations and Maintenance, all under TOP code 0116.00.

Although the TOP was originally designed to aggregate information about programs, the use of TOP codes has been extended to courses as well. Each program and course must be assigned a TOP code that is consistent with content. TOP codes and titles serve a variety of purposes at the system level and are used in the following:

- The CCC Curriculum Inventory, to identify the particular types of curriculum throughout the state
- The MIS database, to collect and report information on student awards (degrees and certificates) granted for particular types of programs, enrollment, and full-time equivalent students (FTES) in courses within particular curriculum categories
- Career Technical Education (CTE) accountability reports on program completions and course success in particular types of occupational programs
- The reporting of noncredit programs and courses for each noncredit eligibility category and for determining eligibility for enhanced funding

The TOP code includes a list of all the codes currently in use and is available on the Chancellor's Office website at <http://www.cccco.edu> under the Academic Affairs Division.

## Curriculum Approval and Authority

Colleges that receive Chancellor's Office approval of a new credit or noncredit program or course are authorized to:

- Offer programs and courses as they were described and approved in the proposal.
- Collect state apportionment for student attendance in the required courses and restricted electives that are part of a credit program (Ed. Code, § 70901(b)(10); Cal. Code of Regs., tit. 5, §§ 55130 and 58050). Colleges that do not secure the required program approval are subject to loss of revenues through audit or administrative action.
- Award a degree or certificate with the designated title and require specific courses for the completion of such degree or certificate (Ed. Code, §§ 70901(b)(10) and 70902(b)(2)). Degree or certificate awards for programs that have not been approved by the Chancellor's Office when approval is required will not be recognized as valid for any audit or accountability purpose.
- List credit certificates and degrees on student transcripts. (Cal. Code Regs., tit. 5, §§ 55060-55072)
- Publish the description of a new program in the catalog or publicize a new program in other ways. (Cal. Code Regs., tit. 5, § 55005)
- Collect Related and Supplemental Instruction (RSI) funding if the Division of Apprenticeship Standards (DAS) has also formally approved a proposed apprenticeship program.

Note: Chancellor's Office approved proposals are public record pursuant to the California Public Records Act (Government Code § 6250 et seq.). Therefore, the Chancellor's Office provides access to a college's approved proposal (including the accompanying curriculum) to colleges, individuals, or organizations upon request.

## **Development Criteria for Credit and Noncredit Programs**

There are five criteria listed below that are used by the Chancellor's Office to approve credit and noncredit programs and courses that are subject to Chancellor's Office review. They are derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design and development.

These criteria have been endorsed by SACC as an integral part of the best practice for curriculum development, and they must be utilized throughout the development process at the originating college and local district, as well as during Chancellor's Office approval. Proposals submitted without these criteria are considered incomplete and will be returned to the community college.

- Criteria A. Appropriateness to Mission
- Criteria B. Need
- Criteria C. Curriculum Standards
- Criteria D. Adequate Resources
- Criteria E. Compliance

### ***Criteria A. Appropriateness to Mission***

The stated goals and objectives of the proposed program, or the objectives defined in the course outline of record, must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

The California Community College system offers five types of curriculum that fall within the mission of the community colleges: degree-applicable credit, nondegree-applicable credit, noncredit, contract education, and not-for-credit fee-based community services. State approval is required for credit programs and for noncredit programs and courses. Contract education curriculum only requires state approval if college credit or units are awarded to students; community services curriculum does not require state approval. Most of this section does not apply to community service offerings, as they are conducted by the individual colleges without Chancellor's Office involvement.

Following are some of the points the Chancellor's Office considers in judging whether a program or course fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the associate degree or the first two years of college.
- A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program course must not be primarily avocational or recreational.
- Programs and courses must also be congruent with the mission statement and master plan of the college and district.

In addition, a course must provide distinct instructional content and specific instructional objectives. Non-instructional activities and services, such as assistive or therapeutic activities, use of college facilities or resources without specific instructional objectives, or assessment testing are not considered to be courses and are not supported by apportionment.

### ***Criteria B. Need***

The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program. Furthermore, a proposed new program must not cause undue competition with an existing program at another college.

Need is determined by multiple factors, such as the Academic Master Plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum through “program review,” during which the faculty and administrators review the program requirements and course content in consultation with appropriate advisory groups. Program review is a planning process whereby academic departments determine the future needs and goals of their educational programs. Both new and revised curriculum must reflect the fulfillment of this planning requirement.

For baccalaureate preparation curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major or general education has been documented. The proposal for approval must include evidence that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for a university major or for general education requirements at the baccalaureate institution.

For college preparation noncredit curriculum, need is presumed to exist if there is a student demand for a noncredit program or course and its transition to credit work has been documented.

For both credit and noncredit, CTE programs, or those that respond to economic development interests, need for the program must be documented through current labor market information

within the local service area of the individual college and/or a recent employer survey. In addition, a current job market analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

However, if cooperative planning with neighboring colleges merits it, labor market evidence for the region as a whole may be sufficient. Statewide or national labor market evidence may be included as supplementary support, but evidence of need in the specific college service area or region is also necessary. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit explanation of why this is appropriate must be included.

Proposals for credit CTE programs must include a recommendation for approval from the appropriate Career Technical Education Regional Consortium<sup>1</sup>. The community colleges in California are organized into 10 economic regions, served by seven consortia of CTE faculty and administrators from community colleges in that region. The Career Technical Education Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development and CTE programs and services
- Develop and coordinate staff development
- Increase the knowledge of programs and services in the region, and to disseminate best practices

The following evidence of labor market needs and trends is required:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Recent employer surveys
- Industry studies
- Regional economic studies
- Letters from employers attesting to the service area need
- Minutes of industry advisory committee meetings (when offered in conjunction with other evidence)
- Job advertisements for positions in the individual college's service area
- Newspaper or magazine articles on industry or employment trends
- Applicable studies or data from licensing agencies or professional associations

---

<sup>1</sup> The composition of the regions for vocational education, economic development, and workforce preparation purposes may be viewed online at <http://www.ccaoe.org/Colleges/consortia.html>.

**Table 5. Suggested Areas of Discussion for Labor Market Analysis**

Labor Market Area	Discussion Points for Labor Market Analysis
Net Job Market	<ul style="list-style-type: none"> <li>Given the number of enrollments that are projected for the program and that are necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?</li> <li>Has the job market been declining slowly? Holding steady? Growing slowly? Growing rapidly? Recently emerging?</li> </ul>
Earning Potential	<ul style="list-style-type: none"> <li>What is the average initial salary?</li> <li>What is the average percentage of salary increase in two years? Five years?</li> </ul>
Program Credibility / Career Potential	<ul style="list-style-type: none"> <li>If advanced degrees are typically needed for career advancement, will the courses required for this program transfer toward completion of the requirements for those degrees?</li> <li>Will this preparation permit students to remain current in their field? Does the program teach basic principles and theory, as well as application? Is it current and of sufficient rigor? Does it allow for later shifts in career?</li> <li>Does this preparation meet the needs of those already employed for upward mobility, entrepreneurship, or a career upgrade?</li> <li>Does the program prepare students to work in an ethnically diverse workforce and in an ethnically diverse, global market?</li> </ul>
Emerging Occupations	<p>When job market data are not available or are not appropriate for a new CTE program in an area of emerging social need or technology, it becomes important to provide a careful analysis and explication of the specific demands of this new occupation.</p> <p>A carefully designed employer survey (see instructions for <b>Employer Survey/Other Evidence of Need</b> in form instructions) can elicit documentation demonstrating that employers:</p> <ul style="list-style-type: none"> <li>share the college's assumption regarding future direction(s) of the field and the skills that this emerging industry will require of employees</li> <li>recognize the value of the proposed degree or certificate in the hiring or promoting of staff</li> </ul>

Competitive Fields

Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations—often in the arts and entertainment—it is talent rather than education that drives hiring. While no community college certificate can substitute for talent, a program that is exceptionally well designed to identify and develop talent can still be justified when few programs of similar quality exist in the college service area.

Career Technical Education Skills

Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design, including the sequencing of courses, must fit the needs of students likely to be already employed. The course sequence must build on students' prior experience, and courses must be scheduled to accommodate working students. A program must not establish provisions that exclude students who are not already employed in a particular industry, unless the college makes available to such students a practicable entry-level pathway that would qualify them, upon completion, for the advanced training.

Small Businesses or Cottage Industries

Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet entrepreneurial opportunities are of value to an increasingly large proportion of the workforce, especially in rural areas. A proposal for approval of a program designed to meet the needs of students interested in pursuing entrepreneurial activities must include a careful analysis of needs and of the market within which they must compete.

---

### ***Criteria C. Curriculum Standards***

Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board (pursuant to chapter 6, subchapter 2, beginning with section 55100). Title 5, section 55130(b)(8)E, also requires that credit programs must be reviewed by Career Technical Education Regional Consortia when applicable. The proposed program or course must also be consistent with requirements of accrediting agencies as applicable.

When a college is seeking program approval, the Chancellor's Office requires that the college provide a description of the local approval process, along with supporting documentation from advisory committees, local industry, and transfer institutions. The proposal process and forms are intended to ensure the following:

- The program is designed so that successful completion of the program requirements will enable students to meet the program goals and objectives.
- Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required. Course outlines of record for all courses meet all the requirements of title 5, section 55002, for credit and noncredit course requirements.

The Academic Senate for California Community Colleges (ASCCC) provides additional information about best practices for curriculum development that faculty originators and college curriculum committees will find useful. Links for curriculum resources are available at <http://www.ccccurriculum.info>.

### ***Criteria D. Adequate Resources***

The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. The college must also demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success. The college must have the resources needed to offer the course(s) at the level of quality described in the COR. The college must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

### ***Criteria E. Compliance***

The design of the program or the course must not conflict with any law, including state and federal laws, both statutes and regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered.

Some of the title 5 sections to note are the following:

- Open course regulations (Cal. Code Regs., tit. 5, § 51006)
- Course repeatability regulations (Cal. Code Regs., tit. 5, §§ 55040–55046 and 58161)
- Regulations regarding tutoring and learning assistance (Cal. Code Regs., tit. 5, §§ 58168–58172)
- Regulations regarding open-entry open-exit courses (Cal. Code Regs., tit. 5, § 58164)
- Statutes and regulations on student fees (Cal. Code Regs., tit. 5, chapter 9, subchapter 6)
- Prerequisite and enrollment limitation regulations (Cal. Code Regs., tit. 5, § 55003)
- Particular provisions of the Nursing Practice Act (Cal. Code Regs., tit. 16)

Colleges with the authority to locally approve stand-alone credit courses must ensure that all persons involved with the curriculum approval process are cognizant of the various criteria to be considered when approving courses.

## **California Postsecondary Education Commission**

With the passage of the 2011/12 State Budget, the California Postsecondary Education Commission (CPEC) no longer has oversight responsibility with relation to the California Community Colleges. At this time, no other external review agency has been identified to assume CPEC's responsibilities.

## General Curriculum Topics

### Cooperative Work Experience Education

Cooperative work experience education is an exception to the usual requirement that state-reimbursed community college education be under the immediate supervision of a qualified academic employee. Resources and information about cooperative work experience education can be found on the Chancellor's Office website under the Economic Development and Workforce Education division in the CTE section. The *Work-Based Learning Handbook* is an online reference to topics and issues central to the effective implementation and operation of cooperative work experience education and work-based learning programs. The regulations for cooperative work experience are covered in title 5, chapter 6, subchapter 3, article 4, beginning with section 55250.

A college that offers cooperative work experience must provide certain services, including supervision by a qualified instructor or coordinator, written evaluation of students' progress, consultation with employers, and other elements. Units of work experience must be earned in certain patterns described in regulations.

There are two types of cooperative work experience education. **General work experience education** is supervised employment intended to assist students in acquiring desirable work habits, attitudes, and career awareness. The work experience does need not be related to the student's specific educational goals. **Occupational work experience education** is supervised employment where on-the-job learning relates to the student's specific educational or occupational goal. Title 5, section 55253, states that a student may earn up to a maximum of 16 semester units or 24 quarter units of both types of work experience education combined.

When work experience education is reported in the Chancellor's Office Management Information Systems, the Taxonomy of Programs (TOP) code 4930.10 must be used for general work experience education. Occupational work experience must be reported in the same TOP codes the program of which it is part. For example, occupational work experience in the area of automotive technology must be reported in TOP code 0948.00.

## Distance Education

Distance education is covered by title 5, chapter 6, subchapter 3, starting with section 55200. Both credit and noncredit courses may be offered through distance education, which is defined as “instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.”

These regulations refer to all courses that are developed with the intent that individual classes or sections, or any portion of the course, may be scheduled as distance education instead of traditional, face-to-face instruction. This includes courses referred to as “hybrid” which combine traditional, face-to-face instruction and distance education with either synchronous or asynchronous instructor-student interaction through communication technology.

Title 5 regulations specify that course quality standards apply to distance education in the same manner as for traditionally delivered courses and that each course designed for delivery via distance education must be separately approved by the college curriculum committee. In addition, the regulations require regular contact between instructors and students.

The Academic Affairs Division of the Chancellor’s Office has prepared a publication, *Distance Education Regulations and Guidelines*, which is available on the Chancellor’s Office website (<http://www.cccco.edu>) under the Academic Affairs Division. This publication was prepared collaboratively with the Education Technologies Advisory Committee (ETAC), which is composed of faculty, administrators, distance education coordinators, and Chancellor’s Office staff.

## Independent Study

Independent study is a mode of instruction in which students are not required to be under the immediate supervision and control of a qualified academic employee. This must not be confused with the requirement in title 5, section 55002, that all courses offered for credit must require students to study independently outside of class. Instead, this discussion of independent study refers to a course that is not regularly scheduled, but for which it is expected that the student will interact directly with the instructor on an individual basis. All colleges may offer locally approved independent study courses.

Title 5, section 58009, was revised in 2006 in order to address disparity in apportionment for laboratory independent study courses and traditional courses. Apportionment for independent study laboratory courses is now calculated based on the student contact hours rather than on units.

## **Nursing Practice Act**

The Nursing Practice Act (NPA) is the body of California law that mandates the Board of Registered Nursing to set out the scope of practice and responsibilities for registered nurses (RNs). The Practice Act is located in the California Business and Professions Code starting with section 2700. Regulations which specify the implementation of the law appear in the California Code of Regulations, title 16. Article 3, commencing with section 1420, covers the regulations concerning the establishment of schools of nursing.

Title 16, section 1426, establishes the minimum requirements for the curriculum. This section is used as a reference when the Chancellor's Office reviews a proposal for a new or revised nursing program.

## **Open-Entry/Open-Exit**

Title 5, section 58164, defines open-entry/open-exit as credit or noncredit courses in which students enroll at different times and complete at various times or at varying paces within a defined time period, such as a semester.

When an open-entry/open-exit course provides supplemental learning assistance (pursuant to title 5, section 58172) in support of another course or courses, the COR for the supplemental open-entry/open-exit course must identify the course or courses it supports, as well as the specific learning objectives the student is to pursue. Determination of student contact hours must be based on a maximum number of hours that the curriculum committee considers reasonably necessary to achieve the learning objectives of the primary course or courses being supplemented. Thus, the supplemental course outline must be prepared in light of the primary course objectives, but the hours for the supplemental outline will then be based on the objectives and related assignments specified in the supplemental course outline.

Open-entry/open-exit courses must be designed in such a way that most students who are appropriately placed in the course would be able to master the objectives and complete the course successfully in about 48–54 hours per unit of credit. Some students may need more hours to complete the course and may need greater assistance from faculty and staff. Some students may need fewer hours to do the same and need little or no assistance. Regardless of the number of hours the student needs to complete the course, the number of units earned will be the same and the number of hours needed by most students to complete the course as approved by the curriculum committee will be recorded in the outline of record.

## Periodic Review of Established Programs

Title 5, section 55130, authorizes the Chancellor's Office to review established programs periodically and to terminate approval of a program. The Chancellor's Office collects information from all colleges on the processes for and/or the results of locally conducted program reviews as required by title 5, section 51022.

In addition, Education Code section 78016 specifically requires that colleges review the effectiveness of CTE programs every two years. The minimum requirements for this periodic review must demonstrate that the program:

1. Continues to meet a documented labor market demand
2. Does not represent unnecessary duplication of other manpower training programs in the college's service area
3. Is of demonstrated effectiveness as measured by the employment and completion success of its students

Review of instructional programs on a regular basis and according to a regular procedure is also mandated by the standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Several accrediting standards speak to institutional planning, research, and design of instructional programs; however, the most direct requirement for program review is Standard II A.2 (e):

IIA.2 (e) The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

At present there is no standard model(s) officially recommended for conducting program review in the California community college system. There is an imperative, however, that every college must conduct an effective review of its instructional programs on a regular basis.

## Special Classes Instruction for Students with Disabilities

Pursuant to title 5, section 56028, "Special classes are instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations. Such classes shall be open to enrollment to students who do not have disabilities; however, to qualify for a special class, a majority of those enrolled in the class must be students with disabilities."

Special classes may also refer, however, to distinct courses with their own CORs, designed either to meet educational objectives unique to a population with specific disabilities, or to supplement the standard objectives in an otherwise similar course with objectives unique to that population. In both cases, special classes must be primarily instructional in nature and must have objectives that fall within the instructional mission of the California community colleges. Such courses cannot be designed primarily to provide group activities or services (e.g., therapeutic activity, counseling, or assessment testing), but must instead provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Title 5 contains definitions and specific provisions related to approval of courses for students with disabilities:

- Courses designed to meet the needs of students with specific functional limitations "shall be open to enrollment of students who do not have disabilities" (Cal. Code Regs., tit. 5, § 56028).
- The course description published in the college catalog may note that it has been designed for students with specific disabilities, but the college may not restrict enrollment to such students, nor require students to register for classes through the Disabled Student Program and Services (DSPS) program or counselor, nor otherwise violate the open-enrollment provisions of state law (Cal Code Regs., tit. 5, § 1006).
- Title 5, section 56029, allows extended repetitions of DSPS courses under certain circumstances.

The Chancellor's Office recommends that DSPS CORs must:

- Specify what disability or disabilities the course is designed to address
- Clarify what objectives the course is to fulfill as they relate to these disabilities
- Show why a special course is needed to meet this need, rather than its being met through accommodation in a regular course
- Specify how it will be determined that the objectives have been achieved
- Explain what disability-specific instructional methods, materials, equipment, etc., will be used and why

Sections of courses in the regular curriculum that are merely adapted to enable students with disabilities to meet the regular course objectives in alternative ways do not require separate Chancellor's Office approval.

## **Student Fees**

The *Student Fee Handbook* is published by the Legal Affairs Division in the Chancellor's Office and is available on the Chancellor's Office website under the Legal Affairs Division. Title 5, section 51012, allows the district governing board to establish only mandatory student fees that are expressly authorized by law. In all cases, the district policy must provide for financial assistance or waiver of these fees for qualifying students.

## **To Be Arranged (TBA) Hours Compliance Advice Legal Advisory 08-02**

Pursuant to Legal Advisory 08-02, **TBA** has been defined: "Some courses with regularly scheduled hours of instruction have 'hours to be arranged' (TBA) as part of the total contact hours for the course. The TBA portion of the course uses an alternate method for regularly scheduling a credit course for purposes of applying either the Weekly or Daily Census Attendance Accounting Procedures. The procedures which must be followed for the TBA hours are described [in the Legal Advisory]. In some situations the entire course might be on TBA, and in that case this course would follow the same rules. (Note: The Student Attendance Accounting Manual, page 3.3, refers to TBA hours or "hours to be arranged," which for purposes of this advisory have the same meaning as 'HBA' or 'hours by arrangement' or any other local term used to designate these hours.)"

For more information, refer to the Chancellor's Office website Legal Affairs Division, Legal Advisory 08-02.

## Inter-Campus Program Development

### Conjoint Programs

A conjoint program is defined by the Chancellor's Office as a credit program (degree or certificate) or noncredit program that is offered collaboratively by two or more colleges, whether in the same or different districts (but usually within the same geographical region). Each college participating in a conjoint program receives authorization to award the certificate or degree.

A single approval proposal is submitted, but an individual cover proposal form with all required signatures must be prepared by each participating college, as well as a list of the coursework used at that college to satisfy the conjoint curriculum pattern. All participating colleges need to submit these related proposals together to the Chancellor's Office.

Conjoint programs may include credit or noncredit courses. There are two ways in which conjoint programs may be constructed:

1. Each participating college offers the identical or nearly identical curriculum pattern and offers all, or nearly all, the courses required for the program. The collaboration is in designing a uniform curriculum and submitting a single conjoint proposal for approval. The colleges may or may not share some resources for the program.
2. Participating colleges offer different parts of the curriculum needed to complete the program, and students must take some courses at more than one college. Colleges share program resources.

Other combinations and variations may arise, as long as the proposal is essentially for a single area of study. This implies that all participating colleges will use the same local title for the program, which is also categorized under the same six-digit TOP code.

When a conjoint program proposal from more than one college has been approved, an additional college may request to be added to the conjoint approval within one calendar year from the date when the current proposal received final approval from the Chancellor's Office. The proposed program that the subsequent college wishes to offer must be essentially the same as the first college's proposal, and the proposal must include labor market data and analysis relevant to the college's service area.

The Chancellor's Office welcomes reasonable innovations for developing and proposing new programs in order to make better use of our system's overall resources, especially in specialized career technical fields or geographically contiguous areas. For example, the California Insurance Careers program was developed by the Insurance Educational Association and insurance industry experts in order to provide courses at California community colleges to meet the demand for

qualified entry-level workers. Although the colleges collaborated in the development of the program, each college submitted a separate proposal with labor market data relevant to the college service area. The California Insurance Careers program assisted colleges that were interested in offering a program in insurance by developing and distributing an employer survey and gathering labor market data. Participating colleges were able to expedite local and Chancellor's Office approval for these programs with this support.

Conjoint programs are deemed dissolvable if any of the participating community colleges do not wish to sustain the terms and conditions of the program agreement. Community college staff must update the CCC Curriculum Inventory and deactivate the conjoint program.

## **Conversion of an Educational Center to a New College**

When a district applies to the Board of Governors for authorization to convert an existing educational center into a full community college, it is necessary to establish a new inventory of approved programs for the new college.

The approved status of credit or noncredit programs offered at a center derives from the approved status of those programs reflected on the inventory of the "parent" college. When a new college is converted from a center, it is not necessary to obtain new approvals for all programs. Rather, establishing a program inventory for the new college involves separating the approvals belonging to the parent college and the new college.

When a new college created from a center assumes independent existence (generally, when it receives separate accreditation or begins reporting data separately to the Chancellor's Office Management Information Systems), the college must provide the Chancellor's Office a list of all credit and noncredit programs being offered. An inventory of approved programs for the new college will then be established, based on those programs offered at the new college that had previously been approved for the parent college, plus any new approvals that have been given specifically for the new college.

However, the new college will start out with approvals only for those parent college programs that are then fully operational at the site of the new college. This means that all coursework necessary to complete the program is offered at that site. No parent college program approvals will be assigned on the hope or possibility that such a program will be set up at the new college in the future. For example, if the parent college had an Industrial Technology program, but Industrial Technology was not offered as a full program on-site at the educational center before its conversion, then the new college will not receive an inventory authorization for Industrial Technology, even if it offers a few of the courses and plans to set up a full-fledged Industrial Technology program in the future. When the new college is actually ready to establish such a program, it must submit its own request for approval of the proposed program.

Credit and noncredit programs that are offered in full at both the parent college and the new college at the time of conversion (including degree majors and areas of emphasis) will be listed as approved on both inventories. However, any program that has only been offered in full at the center will be removed from the inventory of the parent college, even if the parent college plans to set up a full-fledged program of the same type on-site in the future. When the parent college is actually ready to establish such a program at its site, it must submit a request for approval as a new credit or noncredit program.

At the time of converting a center to a new college, the approved status of all programs at both sites will be reviewed. Any degrees or certificates that have not been properly approved, at either location, will have to obtain approval before the Chancellor's Office will recommend approval of the new college.

The approval status of courses when a center becomes a new college will be determined in a manner similar to that of programs. All credit and noncredit courses that are appropriately authorized, either as part of a State-approved program or by a local governing board stand-alone approval action, will retain their authorized status, but only at the institution(s) where they are actually offered. The separation of program approvals could result in some changes in the status of courses as being "part of an approved program" for one or the other institution, so if there are any doubts, contact the Chancellor's Office.

## **Curriculum Approval of New Colleges and New Educational Centers**

Approving or disapproving plans for new facilities is one of the basic responsibilities of the Board of Governors, according to its original authorizing statute in California Education Code (Ed. Code, § 70901) and the Community College Construction Act (Ed. Code, § 81800 et seq.). In addition, every new college or educational center is specifically required to be approved by the Board of Governors, regardless of whether state construction funds are requested (Cal. Code Regs., tit. 5, § 51014). The Board of Governors has adopted a set of regulations broadly prescribing what information districts must submit in a request for a new college or center (Cal. Code Regs., tit. 5, §§ 55180–55185) and how the request must be analyzed.

The Chancellor's Office Facilities Unit is the lead unit in recommending Board of Governors approval for new centers and colleges. However, the Academic Affairs Division reviews both credit and noncredit proposals in regard to curriculum and program issues and provides consultation to the Facilities Unit. For that purpose, the standards presented here have been prepared to aid districts and the Chancellor's Office in carrying out their responsibilities under the law.

## Curriculum Standards for New Colleges

1. The approval proposal shall describe the categories of coursework (credit and noncredit) to be offered and the programs that the coursework will support. (Ed. Code, §§ 70901, 81821; Cal. Code Regs., tit. 5, §§ 55182–55183)
2. All credit and noncredit programs both at the new college and at the parent college or district shall be approved by the Chancellor’s Office, as reflected in the CCC Curriculum Inventory.
3. The new college shall offer the necessary core curriculum (general education and lower-division requirements for the most common majors) to support a viable transfer function. (Ed Code, §§ 66722, 66730, 66732; Cal. Code Regs., tit. 5, § 51027)
4. The determination of both credit and noncredit CTE programs to be offered shall be based on a recent labor market study or regional economic analysis. (Ed. Code, §§ 78015, 78016; Cal. Code Regs., tit. 5, § 55130)
5. The new college shall offer a range of basic skills and English as a Second Language (ESL) that is appropriate for its service area population. (Ed Code, § 66010.4; Cal. Code Regs., tit. 5, § 55182)
6. An educational master plan, including projected programs, shall be prepared or must be in process of preparation. (Ed. Code, §§ 70901, 70902; Cal. Code Regs., tit. 5, § 51008)
7. A policy and procedure for instructional program review shall have been adopted. (Cal. Code Regs., tit. 5, § 51022)

## Curriculum Standards for New Educational Centers

1. The approval proposal must describe the categories of coursework (credit and noncredit) to be offered and the programs that the coursework will support. (Ed. Code, §§ 70901, 81821; Cal. Code Regs., tit. 5, §§ 55182–55183)
2. All the programs both at the center and at the parent college must be approved by the Chancellor's Office, as reflected on the CCC Curriculum Inventory. Any programs that have not previously been approved, or which are to be started concurrently with or following the establishment of the new center, must be submitted for program approval. (Ed. Code, §§ 70901, 70902; Cal. Code Regs., tit.5, §§ 51021, 55130)
3. The center must offer a distribution of coursework based on the needs of the service area, as documented by surveys and/or information from K-12 schools and other postsecondary educational providers, employers, and public and private nonprofit agencies. The curriculum must include, as determined to be appropriate:
  1. Courses in each general education category
  2. Core major coursework for common transfer majors
  3. Core courses and electives for noncredit programs
  4. Coursework for short-term job training and/or full career preparation

A center, unlike a college, need not always provide all coursework needed for a full transfer function or the complete range of occupational preparation. Some programs may require that the student enroll in courses at the parent college. (Ed. Code, § 66010.4; Cal. Code Regs., tit. 5, § 55182, 55183)

4. The determination of CTE programs to be offered must be based on a recent labor market study or regional economic analysis. (Ed. Code, §§ 78015, 78016; Cal. Code Regs., tit. 5, § 55130)
5. The center must offer a range of basic skills and ESL that is appropriate for its service area population. (Ed. Code § 66010.4; Cal. Code Regs., tit. 5, § 55182)
6. An educational master plan, including projected programs, must be prepared or must be in process of preparation. (Ed. Code, §§ 70901, 70902; Cal. Code Regs., tit. 5, § 51008)
7. A policy and procedure for instructional program review must have been adopted. (Cal. Code Regs., tit. 5, § 51022)

## **Programs Relocated to Another College in the Same District**

As stated in title 5, section 55130(e), program approval is granted only for the individual college in a multi-college district. There is no difference in new program approval requirements if another similar or identical program already exists at another college in the same district.

However, if a district wishes to relocate a credit or noncredit program from one of its colleges to another within the same district, the college proposing to offer the program must submit the appropriate proposal form, with all required signatures and with the planning summary section completed. The Background and Rationale section must explain the reason for the relocation of the program and any anticipated effects on other colleges. In addition, the following approval criteria need to be addressed in the proposal narrative:

### ***Criteria A. Appropriateness to Mission***

1. Statement of Program Goals and Objectives
2. Catalog Description
3. Program Requirements

### ***Criteria B. Need***

12. Recommendation of Career Technical Education Regional Consortium (for CTE program)

### ***Criteria C. Curriculum Standards***

Attachment: Course Outline of Record

This simplified approval procedure does not apply to the relocation of a program from one district to another, which requires a regular new credit or noncredit program approval proposal.

## Section 2: Credit Curriculum

---

**Section 2: Credit Curriculum** describes the standards and criteria for credit course and program development, approval procedures for credit programs and courses, and instructions for completing applications for approval by the Chancellor's Office.

The California Community Colleges Chancellor's Office website provides links to resources that can assist with the development of credit programs and courses as required by the California Education Code and applicable portions of the California Code of Regulations (referred to as title 5 in this text). This section draws information from several publications and sources, which can be found in the credit section of the Academic Affairs website at <http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ReferenceMaterials/tabid/412/Default.aspx> .

## Credit Course

The Academic Senate Curriculum Committee for California Community Colleges prepared a document that can be useful to curriculum committees in carrying out their responsibilities for course development and approval. In 2008 the Academic Senate paper titled “The Course Outline of Record: A Curriculum Reference Guide” was published and can be downloaded from the Academic Senate for California Community Colleges (ASCCC) website at <http://www.asccc.org>.

## Stand-alone Credit Courses

When a credit course is not part of an approved program as defined above, it is referred to as a **stand-alone credit course**. This term also refers to credit courses that are required for a certificate of fewer than 18 semester or 27 quarter units that has not been approved by the Chancellor’s Office as a Certificate of Achievement.

Effective in Fall 2007, districts were delegated authority to approve stand-alone credit courses that are offered for credit, if the college where the courses will be offered is certified for local approval pursuant to title 5, section 55100. The approved course must be reported to the Chancellor’s Office in order to assign a unique course control number. This number is required when submitting enrollment data to the Chancellor’s Office Management Information Systems (MIS).

Title 5, section 55100, requires the district to annually certify that all faculty and staff who are involved in the curriculum approval process have received training from the Chancellor’s Office in the policies and procedures related to the curriculum review and approval process. Annually, training is available from the Chancellor’s Office for Chief Instructional Officers and curriculum committee chairs, who are then responsible for training all persons who are involved in the curriculum approval process. Colleges are required to complete the training annually to be certified.

If a college is not certified to locally approve stand-alone credit courses, then approval from the Chancellor’s Office is required. The college may not approve a stand-alone credit course that was previously denied approval by the Chancellor’s Office, unless the course is modified to adequately address the reasons for denial. Such courses must be re-approved as revised by the college curriculum committee and district governing board, but Chancellor’s Office approval is not required if the college is certified for local approval of credit courses.

One type of stand-alone credit course that colleges have locally approved, even before local approval of stand-alone courses was delegated, is the “experimental” course or the course that covers “special topics” in a specific discipline. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a pilot basis. After an experimental course has been offered more than once in the same year, it must be submitted to the college curriculum committee for approval

as a regular course, or the college must discontinue offering the course as experimental. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a Special Topics in Political Science or Current Events in Political Science course in which the content will be different in each term. If a particular topic is addressed regularly, it must be approved as a regular course. At some colleges, special topics may not be defined as narrowly as this. Some colleges may use the terminology “special topics” in lieu of “experimental.” These terms are not defined in title 5 and may be interpreted in district policy in either way.

When a college offers a group of stand-alone credit courses in the same Taxonomy of Programs (TOP) code that total 18 semester units or 27 quarter units and that are linked to one another as prerequisites or corequisites, the courses are no longer considered stand-alone and Chancellor’s Office program approval is required. The college must submit this sequence of courses for approval as a Certificate of Achievement.

This is intended to guard against creating a group of stand-alone courses that are linked into a sequence of courses. For example, the college could approve three stand-alone credit courses that are prerequisite to each other, such as ACCT 100 Introduction to Accounting, ACCT 110 Principles of Accounting, and ACCT 120 Computer Applications for Accounting. ACCT 100 is prerequisite to ACCT 110, which is prerequisite to ACCT 120. These three stand-alone credit courses are required for a 10-unit Skills Certificate in Accounting. At this point, the college is in compliance and can offer these courses and award the certificate without Chancellor’s Office approval.

Two years later, however, the college approves some new stand-alone courses in Tax Studies, including ACCT 200 Introduction to Tax Law (3 units), ACCT 201 Tax Preparation (3 units), and ACCT 202 Tax Planning (3 units). The course ACCT 120 is a prerequisite to ACCT 200, which is prerequisite to ACCT 201 and corequisite to ACCT 202. The 19 units of stand-credit alone courses are linked together by prerequisites and corequisites and approval is needed. The status of these courses changes from stand-alone credit courses to program-applicable.

In order to fulfill requirements for a certificate or degree major or area of emphasis, students cannot count 18 or more semester units (or 27 or more quarter units) of courses that have been approved as stand-alone credit courses. This requirement may limit the number of stand-alone credit courses that students may choose to complete to fulfill requirements for an award.

## Program-Applicable Courses

Credit courses are considered to be program-applicable when they are required or are on a list of restricted electives for a degree, certificate, or program approved by the Chancellor's Office. Program-applicable credit courses are approved as part of the credit program approval process, which requires that colleges submit course outlines of record for all required courses with the program approval proposal. After the program is approved, new courses developed for the program are not subject to Chancellor's Office approval.

When the college submits substantial changes to existing, approved programs, course outlines of record (CORs) for all required courses are submitted with the proposal to change the program. This requirement helps to fulfill the legal requirement that the Chancellor's Office monitor the local approval of credit courses. The college will be notified if course outlines are not compliant with title 5, section 55002, and technical assistance on correcting the outlines will be available to the college curriculum committee.

## Degree-Applicable Credit Courses

For any course that will apply toward the associate degree, title 5, section 55002(a), requires that the curriculum committee determine that the coursework is truly at a college level and that the course incorporates critical thinking, among other standards.

There is also a description in title 5, section 55062, of the types of courses that are to be considered degree-applicable. Only courses that are included in the following categories may be offered for degree-applicable credit:

- All lower division courses accepted toward the baccalaureate degree by the California State University (CSU) or University of California (UC) systems or designed to be offered for transfer.
- Courses that apply to a major or an area of emphasis in CTE fields. The Chancellor's Office interprets this to mean courses within a TOP code designated as vocational.
- English composition or reading courses not more than one level below the first transfer level course in these areas.
- All mathematics courses that fall into the above categories and Elementary Algebra.
- Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, are comparable to required skills at a level equivalent to those necessary for degree-applicable English and mathematics courses.

Degree-applicable credit courses must be appropriate to the associate degree and recommended by the college curriculum committee, which is comprised of faculty and others as established by the mutual agreement of the college and/or district administration and the academic senate. In addition, all new courses must be approved by the district governing board.

The curriculum committee approves degree-applicable credit courses based on the following standards:

- Grading policy, based on uniform standards pursuant to title 5, section 55023, that demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to the course content.
- Units, based on a relationship specified by the governing board in compliance with title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit. For each hour of lecture, the course requires two hours of study and/or laboratory and/or assigned activity. Laboratory courses, however, may require minimal work outside of class scheduled meeting time.
- Intensity and rigor, as evidenced by the outline of course topics, course objectives, assignments, assessments, and reading materials identified in the COR. Achieving the objectives of degree-applicable credit courses must require students to study independently outside of class time. There is an expectation that students will spend two hours outside of class for each hour of lecture.
- Required preparation for success in the course, such as prerequisite or corequisite courses, as determined by the curriculum committee in compliance with title 5, section 55003.
- Basic skills prerequisites for success in the degree-applicable course that are dependent on communication and/or computation skills. These requirements may include eligibility to enroll in specific English and/or mathematics courses, as determined by an approved assessment method using multiple measures.
- Difficulty and level, as determined by the curriculum committee, which ensure that the course requires critical thinking, learning skills, and vocabulary appropriate for a college-level course.

## Nondegree-Applicable Credit Courses

The category of nondegree-applicable credit courses was created by regulatory amendments adopted by the Board of Governors in 1986. There were two primary purposes: (a) to allow community college students to receive "workload credit" (which would apply toward maintaining the unit load necessary to receive financial aid) for precollegiate basic skills courses and (b) to safeguard the integrity of the associate degree by ensuring that such courses were not counted within the degree.

Title 5, section 55002(b), requires that nondegree-applicable credit courses be approved by the college curriculum committee and district governing board. There are four types of nondegree-applicable credit courses:

1. Nondegree-applicable basic skills courses (Cal. Code Regs., tit. 5, §55000(j)).
2. Courses designed to prepare students to succeed in degree-applicable credit courses that integrate basic skills instruction throughout the curriculum and assign grades partly upon demonstrated mastery of basic skills. Examples of such courses include college orientation and guidance courses and discipline specific courses such as biology, history, business, etc.
3. Precollegiate career technical preparation courses that provide foundation skills for enrollment in degree-applicable Career Technical Education (CTE) programs.
4. Career technical courses for which meeting the standards for degree-applicable credit courses is neither necessary nor required.

The college curriculum committee is responsible for recommending approval of nondegree-applicable credit courses based on the following standards:

- Grading policy, based on uniform standards pursuant to title 5, section 55023, that demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to the course content.
- Units, based on a relationship specified by the governing board in compliance with title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit.
- Intensity, as evidenced by the COR. Nondegree-applicable credit courses must provide instruction in critical thinking, prepare students to study independently outside of class time, include reading and writing assignments, and prepare students to succeed in degree-applicable credit courses.
- Required preparation for success in the course, such as prerequisite or corequisite courses, as determined by the curriculum committee and in compliance with title 5, section 55003.

## Transferable Courses

Community college courses may be transferable to baccalaureate institutions for three different purposes: elective credit, general education, and/or lower-division preparation for a baccalaureate major. Faculty, curriculum committees, and articulation officers share responsibility for determining and ensuring the transferable status of courses.

The predominant transfer-receiving institutions for California community colleges are the CSU and the UC systems. Under Executive Order No. 167, the CSU Chancellor has delegated responsibility, since 1973, to the community colleges to determine which courses shall be considered baccalaureate-level for elective transfer credit. By contrast, the UC Office of the President reviews the determination of transferability course-by-course for that system; transferability for elective credit requires that the community college course be essentially equivalent to a course already offered for baccalaureate credit on at least one UC campus.

Challenges may be raised at CSU campuses to particular courses that are certified by a community college as transferable, but such challenges do not often occur. Transferability of elective credit, however, does not create any presumption of acceptance for general education or credit to the major or area of emphasis.

Decisions on transferability of individual courses required as part of a university major are made by departmental faculty and committees at each university campus. Major-specific articulation information for most campuses can be found in the database of the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), online at [www.assist.org](http://www.assist.org).

The baccalaureate public segments (CSU and UC) have extensive requirements for general education. Identifying those community college courses that will be accepted by CSU or UC as satisfying their general education requirements is very important to the success of transfer students.

For the UC, the acceptability of a course for general education is predicated on the acceptability of the equivalent UC course, since each course transferred to UC has been identified, by staff review at the Office of the President, as essentially equivalent to an existing UC course. General education requirements vary greatly from campus to campus in the UC system.

For the CSU, general education requirements are standardized through statewide regulations. Procedures for certifying community college courses as meeting CSU's general education requirements are set forth in the CSU Chancellor's Executive Order 1065, which is available online at [www.calstate.edu](http://www.calstate.edu).

Since 1993, new courses intended for general education transfer have been reviewed for acceptability by CSU Chancellor's Office staff and a subcommittee of the CSU General Education Advisory Committee. This same subcommittee, with the addition of UC representatives, reviews the acceptability of community college courses for the Intersegmental General Education Transfer Curriculum (IGETC), which is accepted by both UC and CSU systems as an alternative pattern for satisfying lower-division general education requirements. In Spring 2000, the Intersegmental Committee of Academic Senates (ICAS) concluded in a report based on a study of the use, effectiveness, and awareness of IGETC that this general education pattern is useful and preferred by students who intend to transfer. The paper, titled "Use, Effectiveness, and Awareness of the Intersegmental General Education Transfer Curriculum (IGETC) an Evaluation," is available on the website of the ASCCC at <http://www.asccc.org>.

Determining the eligibility of a particular course for university transfer for all these purposes—elective credit, major or area of emphasis requirements, and general education—is an essential part of the process of local course approval by the curriculum committee, generally with the assistance of a college articulation officer. For course outlines submitted to the Chancellor's Office, evidence of transferability is a quality criterion that is reviewed for all programs and courses in traditionally or potentially transferable disciplines.

## Relationship of Hours to Units

Title 5, section 55002.5, establishes the minimum expected time on task (lecture, study, and/or lab work) that is necessary to award one unit of credit. A minimum of 48 hours on the semester system (or 33 hours on the quarter system) of lecture, study, or lab work is required for one unit of credit regardless of term length. In practice, the number of hours varies among institutions, but is generally within the range of 48-54 hours per unit for colleges on the semester system. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based on the number of hours of laboratory work, presuming that students complete most required work in class.

Because California finance laws assume that primary terms average 17.5 weeks on the semester system and 11 $\frac{2}{3}$  weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), and because student attendance and related apportionment state compliance auditing is based on the units and student contact hours delineated in the official COR, the Chancellor's Office strongly recommends that colleges use the 18-week semester or 12-week quarter as the basis for the student contact hour calculation used in the COR, even if a college has been approved to use a compressed academic calendar. The 18-week semester or 12-week quarter primary term provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims such as they might experience using a 16-week semester basis for the contact-hour calculation. Additionally, it is also important to note the flexible calendar program is designed around the 35-week traditional academic calendar, so basing contact hour targets around an 18-week semester assures that instructional hours lost to "flex" activities will not result in the district not providing the minimum number of hours required by title 5, section 55002.5, to award a unit of credit.

The guidelines provided below are all predicated on an 18-week semester or 12-week quarter term. In determining the number of units to be awarded for courses, colleges must consider total lecture, outside study, and/or laboratory hours. We refer to the combination of these hours as "student learning hours." For example, a course for which three units is awarded may meet four hours a week over a semester and still be in compliance with these regulations if it is assumed that the increased classroom time serves to decrease outside study time. Thus, a course that seemingly meets for more hours per week than the units awarded may be in compliance, as opposed to a course that simply requires an excess of total classroom hours for the units awarded.

For lab units, it has not traditionally been expected that the student will study outside the classroom. Therefore, the number of units granted is generally based entirely on the number of hours performed on campus under the immediate supervision and control of a qualified academic employee. For example, 54 hours of chemistry laboratory (three hours per week over 18-weeks) would grant one semester unit of credit, whereas 54 hours of chemistry lecture would grant three units.

The following examples apply to semester units:

#### Lecture or Lab Only Courses

1. One-unit lecture course = 18 hours in-class lecture plus 36 hours out-of-class study
2. One-unit laboratory course = 54 hours in-class laboratory

#### Lecture and Lab Combined

1. Three units (2 units of lecture and 1 hour of lab) = 36 hours in-class lecture, 54 hours in-class laboratory, plus 72 hours out-of-class study

Some community colleges have assigned a unit of lab credit for fewer than three hours a week of supervised activity in certain courses where it is expected that students will do some homework, but not as much as in a traditional lecture course. For example, in a computer applications course, there may be a certain amount of reading or additional practice required outside of class. The college may award one unit of lab credit for only two hours per week of hands-on computer instruction/activity, as long as the instructor assigns one hour per week of out-of-class study. There is no prohibition against this practice; however, it must be used with caution, particularly in regard to transferable laboratory courses. In the natural sciences, it is standard university practice to base the number of units awarded only on the in-class lecture and laboratory hours. Students wishing to transfer a course that includes two hours of lab and one hour of homework for one unit may not earn the same amount of transfer credit for major or general education purposes as that awarded at baccalaureate institutions.

When the combination of lecture and out-of-class study plus laboratory work reaches 108 student learning hours on the semester system or 72 student learning hours on the quarter system, or twice the number of hours required for one unit, students must earn at least two units of credit. Note that a college may not offer two units of credit unless total hours of lecture and out-of-class study plus laboratory work reaches a minimum of 96 student learning hours on the semester system or 66 student learning hours on the quarter system. This regulation may affect the number of units awarded in some disciplines that offer courses with a high number of contact hours, such as courses mandated by professional certification requirements in law enforcement and fire technology.

For credit courses, a district may choose to award units of credit in increments of one half or smaller. However, it is not permissible to approve a credit course with zero units of credit.

Given that some colleges begin with total student contact hours in order to derive the appropriate units to assign to a course, the following examples are provided. All examples use semester hours.

1. 27 lecture contact hours: a college must offer 1.5 units of credit under the assumption that there are 54 hours of out-of-class study for a total of 81 student learning hours. A college may not offer 2 units of credit, since the minimum of 96 student learning hours (per title 5) has not been attained.
2. 18 lecture contact hours and 36 lab contact hours: a college may offer 1.5 units of credit under the assumption that the lecture hours entail 36 hours of out-of-class study, resulting in a total of 90 student learning hours; if a college presumes that each lab contact hour also entails half an hour of out-of-class work, then the total hours would equal 108 student learning hours, requiring the college to offer 2 units of credit.

Given the variety in calculation of total student contact hours, colleges must make explicit in the COR not only the total units for the course, but the lecture/lab breakdown of the units, the term length being used for the total student contact hour calculation, and the total student contact hours.

Accreditation standards require a minimum of 48 student learning hours for the award of a unit of credit. Although title 5, section 58023, defines an hour of classroom or laboratory time as 50 minutes, when calculating out-of-class study time, an hour retains its ordinary meaning of 60 minutes.

Thus, for a one-unit semester lecture course, the minimum hours would be as follows:

$$\begin{array}{r} 16 \text{ hours of classroom time} \\ + 32 \text{ hours of homework} \\ \hline 48 \text{ hours total student learning time} \end{array}$$

The minimum number of hours expected for a three-unit semester lecture course would be as follows:

$$\begin{array}{r} 48 \text{ hours of classroom time} \\ + 96 \text{ hours of homework} \\ \hline 144 \text{ hours total student learning time} \end{array}$$

Colleges must take into account holidays and flex days when constructing the academic calendar in order to ensure that all courses can meet the 48-student-learning-hour minimum for each unit of credit awarded. In addition, it is impossible to predict exactly how long it will take for any individual student to complete a given amount of assigned study or homework; therefore, these ratios will not hold true for every individual taking the course. Nevertheless, instructors are required to follow the COR and assign an amount of homework that is consistent with the time it would take the average student to complete the coursework.

These configurations illustrate the hours required for lecture-type courses in semester-length terms. For each unit of credit in a college using the quarter system, a minimum of 11 hours of classroom time and 22 hours of homework would be expected in a lecture course. For a three-unit course on the quarter system, a minimum of 33 hours of classroom time and 66 hours of homework would be expected.

When a term is more or less than 16 weeks, then the class time and assignments for a one-unit course must be adjusted to meet the required credit hours. For instance, suppose a college schedules a one-unit lecture course in a compressed time frame that meets every weekday for two weeks. The minimum hours would be as follows:

$$\begin{array}{r} 1.6 \text{ hours of lecture each day} \\ + 3.2 \text{ hours of homework each day} \\ \hline 4.8 \text{ hours of student learning each day} \end{array}$$

It is not appropriate to offer courses in a compressed time frame that, by their design, would not permit the student to complete the amount of out-of-class homework required to meet the hours-to-units relationship mandated by title 5. For example, consider a one-unit lecture course in Library and Information Science – Research Strategies that is normally scheduled for 16 hours, or 2 hours per week for eight weeks. This course cannot be offered as a one-day Saturday class since students would have to complete 16 hours of class time in one day and the students would not have enough time to fulfill their 32 hours of required, outside homework. It is feasible that the class could be scheduled on Saturdays over several weeks, as long as doing so would allow adequate time for students to complete the course requirements.

## Repetition

Repetition of credit courses is covered in title 5, chapter 6, subchapter 1, article 4, commencing with section 55040. This article covers all circumstances in which a district may permit repetition of credit courses. Districts are not required to allow repetition of credit courses, but if the district chooses to establish policies and procedures that allow course repetition, then this article guides how that policy must be constructed.

Title 5, section 55041, permits colleges to designate certain courses as repeatable. Repeatable courses must be clearly identified in the college catalog, and repetition must be limited to not more than three semesters or five quarters (for a total of four semester enrollments or six quarter enrollments). The college curriculum committee must determine whether a course is repeatable when the COR is reviewed for approval. Courses may be identified as repeatable when:

- Repetition of the course is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment.
- The content of the course differs each time it is offered.
- The course is an “activity course” in which the student meets course objectives by repeating a similar primary educational activity and gains an expanded educational experience each time the course is repeated.

The course outline of an activity course must clearly show that skills or proficiencies are enhanced by supervised repetition and practice within class periods or that active participation in individual or group assignments is the primary learning activity. Activity courses that are designated as repeatable include, but are not limited to, physical education courses and visual or performing arts courses in music, fine arts, theater, or dance. However, as indicated in title 5, section 55041, foreign language, English as a Second Language (ESL), and nondegree-applicable basic skills courses are not considered activity courses and thus are not repeatable.

Repetition is limited in activity courses in physical education when two or more courses in the same activity either (1) offer varying levels of that activity (e.g., beginning, intermediate, advanced) or (2) offer variations of the activity. An example of the first situation would be a set of physical education courses in aerobics: Beginning Aerobics, Intermediate Aerobics, and Advanced Aerobics. Students would be allowed to repeat these activity courses; however, the repetition would be limited to three semesters or five quarters (for a total of four semester enrollments or six quarter enrollments) in a single course or in a combination of courses since this set of courses is comprised of a similar activity. An example of the second situation would be a set of physical education courses in swimming: Masters Swimming, Distance Swimming, and Swimming for the Triathlete. Students would be allowed to repeat these activity courses; however, the repetition would be limited to three semesters or five quarters in a single course or in a combination of courses since this set of courses is comprised of a similar activity.

Activity courses in visual or performing arts areas that are part of a sequence of transfer courses may be repeated three times per semester course or five times per quarter course (for a total of four semester enrollments or six quarter enrollments). Visual and performing arts activity courses award credit for students who participate in activities like orchestra, theatre productions, and studio art. Each visual or performing arts course in the transfer sequence may be repeated for a maximum of three semesters or five quarters, even when the courses are all in the same field of study or primary educational activity.

Additional information about credit course repetition is in the document *Guiding Principles and Assumptions for Credit Course Repetition and Withdrawal Examples*. This document was developed in collaboration with Chancellor's Office staff and Chief Student Services Officers in June 2008, in order to provide guidance on the changes to title 5 that were approved at that time. The document is currently under revision.

## Open Courses

Every community college is required, as a minimum condition of state aid, to place a statement on open courses in its catalog and class schedules. Title 5, section 51006, requires colleges to publish a statement in the official catalog and schedule of classes that all course sections or classes for which state aid is awarded are open to enrollment and participation by any person admitted to the college. The college may only restrict enrollment in a course when the restriction is specifically required by statute or legislation. This section also allows colleges to require that students meet prerequisites that have been established pursuant to title 5, section 55003. Situations where enrollment limitation may be allowed are discussed more specifically in title 5, section 58106. These sections allow the college to restrict students from enrolling in a course when:

- Prerequisites, corequisites, or other advisories on recommended preparation have been established for the course.
- Health and safety considerations, facility limitations, faculty availability, funding limitations, or other constraints have been imposed by statutes, regulations, or contracts.

The college can limit enrollment only through one or more of the following approaches:

- Enrolling on a "first-come, first-served" basis or other non-evaluative selection technique
- Offering special registration assistance to the handicapped or disadvantaged student
- Enrolling in accordance with a priority system established by the local board
- Allocating available seats to students who have been judged most qualified in the case of intercollegiate competition, honors courses, or public performance courses

- Limiting enrollment to a cohort of students enrolled in two or more courses, provided, however, that a reasonable percentage of all sections of the course do not have such restrictions
- Restricting enrollment of a student on probation or subject to dismissal to a total number of units or to selected courses or of a student who is required to follow a prescribed educational plan

The open course concept means that no course may be offered for apportionment if it is restricted to a particular group, such as employees of a particular company or organization, students concurrently enrolled in a neighboring university, persons of a particular ethnicity, or any other narrowly defined group. Furthermore, although a course may be designed primarily for individuals in a particular group (for example, individuals already employed in a particular occupation), it may not be offered for apportionment unless it is open to, and designed in such a way that it could also be of benefit to, other students. Thus, a course may be primarily intended for skills upgrading of individuals already experienced in a particular occupation, but it must also be possible for a student in training for that occupation to take and benefit from the course, subject to legally established prerequisites as described below.

Certain narrow exceptions to the open course rule are specified in law. These include enrollment preference for fire service personnel (Cal. Code Regs., tit. 5, § 58051(d)) and law enforcement trainees (Penal Code, § 832.3[c]), courses conducted in a jail or federal prison (Cal. Code Regs., tit. 5, § 58051.6), students who are part of a cohort concurrently enrolled in another specified course (Cal. Code Regs., tit. 5, § 58106), and apprentices in “related and supplemental instruction” courses (Labor Code, § 3076.3).

## Prerequisites

Title 5, section 55002, requires, for degree-applicable credit courses, that the campus curriculum committee determine whether prerequisites or corequisites are necessary for student success in a course, including prerequisite English or math levels. This section also states that curriculum committees may establish prerequisites or corequisites for nondegree-applicable credit courses.

However, title 5, section 55003, through local district policies, requires with certain limited exceptions, that prerequisites must be carefully scrutinized before they are established, to be certain that they are necessary and not discriminatory. The review of prerequisites and corequisites is part of the curriculum review conducted by the college curriculum committee. In accordance with title 5, section 55003, prerequisites and corequisites can only be established if they are determined to be necessary, appropriate, and non-discriminatory, or required by regulation or statute. Prerequisites that are met by assessment must conform to the matriculation assessment process found in title 5, section 55500.

Title 5, section 55003, also requires that prerequisites and corequisites be affirmed through a process of "content review" at least once every six years, except for prerequisites and corequisites for CTE courses or programs, which must be reviewed every two years.

Terms used in title 5, section 55003, are defined as follows:

- **Advisory on recommended preparation** means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.
- **Corequisite** means a condition of enrollment consisting of a course in which a student is required to enroll in order to succeed in another course. The student acquires the necessary skills, concepts, and/or information in the corequisite course that supports success in the target course. Since the corequisite course provides skills or knowledge necessary for successful completion of another course, it is highly unlikely that the student can achieve a satisfactory grade in the course for which the corequisite is being established without the skills and knowledge provided in the corequisite course. For example, a course in Medical Transcription may require an Introduction to Medical Terminology course as corequisite. The student's familiarity with medical terms will enable the student to succeed in medical transcription.

- **Prerequisite** means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. Meeting the prerequisite provides assurance that the student has the skills, concepts, and/or information to succeed in the target course. The prerequisite ensures that students possess the skills or knowledge necessary for success in a program or course. For example a course might establish completion of an English course (or placement into English at a specific level) as a prerequisite before the student may enroll in a Philosophy course that requires high-level reading and writing skills.

A prerequisite or corequisite may be required by statute or regulation, or may ensure the health and safety of students in the course for which the prerequisite or corequisite is established. For example, a college might require that students complete a course in Food Safety as a corequisite to an Introduction to Culinary Arts course. The knowledge of food safety is required by health regulations and also ensures the safety of students in the laboratory portion of the Culinary Arts course.

A course may be established as a prerequisite or a corequisite. If established as a prerequisite, a student must enroll in the course prior to enrollment in the target course. If established as a corequisite, the student may enroll in the corequisite prior to enrolling in the target course or simultaneously with the target course.

The *Guidelines for title 5, section 55003: Policies, Prerequisites, Advisories on Recommended Preparation* document was released February 2012 and is available on the Chancellor's Office website (<http://www.cccco.edu>) under Academic Affairs Division.

## Credit Programs

### Associate in Arts and Associate in Science Degrees

The key regulatory sections regarding associate degree requirements are found in title 5, division 6, chapter 6, subchapter 1, article 6, sections 55060–55064, which describe the criteria and minimum requirements. The associate degree is comprised of three sections: general education, a major or an area of emphasis, and additional graduation requirements or electives, if necessary, to bring the total units to a minimum of 60 semester units or 90 quarter units.

All associate degrees that may appear by name on a student transcript or diploma require Chancellor's Office approval, whether they are intended primarily for employment preparation (CTE), as a record of academic achievement, or to prepare for transfer. Thus, a program that awards an Associate in Science degree in Electronics Technology requires approval, as well as an Associate in Arts degree in English or Social Sciences.

All associate degrees in California are one of four general types:

- Associate in Arts (AA)
- Associate in Science (AS)
- Associate in Arts for Transfer (AA-T)
- Associate in Science for Transfer (AS-T)

The Chancellor's Office supports the ASCCC Resolution 9.06, Spring 2008, in which the associate degrees are classified as follows:

- Associate in Science (AS or AS-T) must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.
- Associate in Arts (AA or AA-T) must be used for all other disciplines.

### Transfer Model Curriculum (TMC) and AA-T and AS-T Degrees

In the implementation process for SB 1440 and Education Code section 66746, the ASCCC, in collaboration with the CSU Academic Senate, has developed a Transfer Model Curriculum (TMC) for certain majors that have been identified for students who transfer from a California community college to CSU. Each TMC represents a structure developed by intersegmental faculty for establishing the major component of a California community college associate degree. According to title 5, section 55063, and Education Code, section 66746, the associate degree must include a major or area of emphasis consisting of a minimum of 18 semester units.

TMCs are being developed as a means of facilitating a statewide response to the mandate that all California community colleges offer “associate degrees for transfer.” Draft TMCs are developed by intersegmental faculty (CCC and CSU, primarily) in the discipline and then made available for vetting at [www.c-id.net](http://www.c-id.net). Once a TMC template is finalized, CCC faculty have the option of developing degrees that align with the TMC. The designators for these aligned TMC degrees are Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T). The approved TMC templates are located online at:

<http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ApplicationsandForms/tabid/431/Default.aspx>.

## **Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T)**

Beginning in Fall 2011, community colleges were required by Senate Bill (SB) 1440 (Padilla) and California Education Code section 66746(a) to develop and offer “associate degrees for transfer” that require students to meet both of the following requirements:

- “(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
  - (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
  - (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
- (2) Obtainment of a minimum grade point average of 2.0.”

Title 5, section 55063(a), also requires that students must earn a C or better in all courses required for the major or area of emphasis.

In addition, Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these requirements, for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer (AA-T or AS-T). Title 5, section 55002(b), describes such courses as “nondegree-applicable credit courses.”

The benefit for students completing these associate degrees for transfer is that the CSU system is required by Education Code section 66747 to “guarantee admission with junior status to any community college student who meets all of the requirements” for the associate degree for transfer. CSU is required to grant priority admission for a student with this associate degree “to his or her local [CSU] campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the [CSU] campus to which the student is admitted.” In

addition, section 66747 states that “a student admitted under this article shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University prior to the fall term of the 2012/13 academic years.”

When an associate degree for transfer is approved by the CCC Chancellor’s Office, the CSU Chancellor’s Office will be notified so that the approved associate degree and its similar CSU baccalaureate degrees may be identified. These data will be used to identify eligible students who apply to the CSU for admission as described in Education Code section 66747.

The ultimate advantage for students completing these associate degrees is that the associate degree may not require more than 60 semester (or 90 quarter) units; and after transferring into the appropriate program at the CSU, the baccalaureate degree may not require more than 60 additional semester units, for a total of 120 semester (or 180 quarter) units required for the baccalaureate degree (pursuant to Education Code section 66748). Section 66748(b) allows an exception for the maximum units required at the CSU when the Chancellors of the CSU and the CCC systems, and their respective Academic Senates, specify high-unit majors that require more than 120 semester (or 180 quarter) units for the baccalaureate degree. The CSU is prohibited by Education Code section 66748(c) from requiring a transferring student with this associate degree to repeat courses that are similar to those taken at the community college that counted toward the associate degree for transfer.

The designators for the Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees have been established by the ASCCC and are reserved only for associate degrees that meet all requirements of SB 1440 and Education Code section 66746. Proposals for approval by the Chancellor’s Office for the AA-T and AS-T degrees are submitted on the *CCC-501* and *CCC-510* proposal forms for credit programs.

## Accrediting Commission for Community and Junior Colleges

Colleges must take into consideration the requirements of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC) that new programs be reviewed for meeting the substantive change threshold required in the Accreditation Standards. Most important in this process is that all these new programs be recognized by the U.S. Department of Education. This is accomplished through acknowledgement and/or approval of the new program by the ACCJC. Various federal programs (e.g., financial aid, veteran's benefits, etc.) require that the U.S. Department of Education have documentation that programs have been approved through the state legal and regional accreditation processes.

Colleges must take the following steps:

1. Seek initial approval through the CCC Curriculum Inventory for SB 1440 degrees for transfer (AA-T or AS-T).
2. Once approved by the Chancellor's Office, colleges must follow the steps outlined in the ACCJC Substantive Change Manual, available at [www.accjc.org](http://www.accjc.org), specifically page 13, 4.2 The Sequential Steps in Preparing a Substantive Change Proposal; Step One: Establish the Need for Substantive Change. This first step includes formal communication with the ACCJC (email communication is sufficient). ACCJC staff will review the proposed change and determine whether it is substantive.
3. Upon approval from the Chancellor's Office and the ACCJC, colleges can begin to award the degrees without the loss of state or federal support.

## General Education

For all associate degrees, it is important to maintain the philosophy that the associate degree represents more than an accumulation of units. Instead, it embodies completion of a well-defined pattern of learning experiences that are designed to develop certain capabilities. Title 5, section 55061, describes the completion of general education, one component of the degree, as a learning experience that demonstrates:

*“the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.”*

General education transfer patterns do not satisfy the requirement for a major or an area of emphasis. In other words, an associate degree cannot consist solely of CSU – General Education – Breadth (CSU-GE-Breadth), IGETC, or the local general education pattern with the remaining units (to reach 60) in other general education courses or electives, selected at the student's discretion.

Students intending to transfer must be required to complete the CSU-GE-Breadth, IGETC pattern, or general education pattern for a four-year institution in an adjacent state to fulfill general education, 18 or more semester units (or 27 quarter units) in a major or area of emphasis, and the balance of units (to reach 60) in transferable courses in order to receive an associate degree. There may also be additional graduation requirements at individual colleges, such as physical education. Some students who intend to transfer will complete more than 60 units in order to meet all requirements for the associate degree.

When an associate degree is developed for students who do not intend to transfer, a local general education pattern of a minimum of 18 semester or 27 quarter units may be required. However, colleges should strongly recommend or require that a student select the appropriate general education pattern for his or her intended goal with advice from a counselor.

There are high-unit baccalaureate majors, such as engineering and architecture, which require a large number of lower division major preparation courses. Students who intend to transfer into such programs at a baccalaureate institution may complete fewer units of general education at the community college than the number required in CSU-GE-Breadth and IGETC patterns. They may need to complete a local general education pattern consisting of 18 or more units and complete any remaining general education requirements after they transfer.

The catalog description for an associate degree must provide an overview of the knowledge and skills that students who complete the requirements must demonstrate. If the degree is designed for

students who intend to transfer, then the appropriate baccalaureate major or related majors or areas of emphasis must be identified. If the degree is designed for employment preparation, a list of potential careers must be included. In addition, all prerequisite skills or enrollment limitations must be described.

Section 66055.8 of the California Education Code creates an exception to the requirements for the associate degree. To obtain an associate degree in nursing, students who have baccalaureate or higher degrees are only required to complete the course work required for completion of the registered nursing program, including prerequisites and nursing course work. These students are not to be required to complete any other courses required by the college for an associate degree.

## Major or Area of Emphasis

In 2007, title 5, section 55063(a), was modified to allow colleges to develop associate degrees requiring 18 or more semester (27 or more quarter) units in a major or “area of emphasis.” A **major** may be defined by the lower-division requirements of a specific major at the UC or CSU or a minimum of 18 semester (27 quarter) units in a field or related fields selected by the community college. The requirements for a major must consist of courses that all students are expected to complete for a specific number of units. A small number of the required units may be completed by selecting courses from a list of restricted electives.

An **area of emphasis** is considered to be a broader group of courses and may be defined as 18 or more semester (27 or more quarter) units in related fields intended to prepare the student for a particular major or related majors at a baccalaureate institution or to prepare a student for a particular field as defined by the community college. Such a degree may be similar to patterns of learning that a student undertakes in the first two years of attendance at a baccalaureate institution in order to prepare for a major/area field of study. The requirements for an area of emphasis must specify the number of units that students will select from a list of courses that prepare students for a specific academic or professional goal. Each area of emphasis will be awarded as a separate degree and assigned a separate program control number.

The area of emphasis might be as broad as Social Sciences, or a college could design a theme-based area of emphasis that consists of an interdisciplinary grouping of courses, such as American Studies, International Business, or Multicultural Studies. However, if the area of emphasis is designed to prepare students for transfer, all of the required courses for the area of emphasis must be transferable and must prepare students for a field of study offered at a baccalaureate institution.

Proposed majors or areas of emphasis may meet community needs and reflect the educational philosophy of the faculty in those discipline(s). These degrees can represent a cohesive packaging of courses that are not accepted for transfer at baccalaureate institutions. When seeking approval for such degrees, the intent must be clearly expressed in the narrative portion of the proposal.

Documentation of need can include letters of support, survey results, or anything that provides evidence that the degree fulfills a need of the community.

## Certificates of Achievement

Title 5, section 55070, defines **Certificate of Achievement** as any credit certificate that may appear by name on a student transcript, diploma, or completion award and which requires 18 or more semester units or 27 or more quarter units of degree-applicable coursework. Chancellor's Office approval is required. The college can develop and propose a Certificate of Achievement that includes coursework taken to satisfy transfer patterns established by the University of California, the California State University, or accredited public postsecondary institutions in adjacent states. Community colleges are encouraged to develop and seek approval of Certificates of Achievement in CSU-GE-Breadth and IGETC.

The college may also request approval from the Chancellor's Office for certificate programs that require fewer units in order to list these certificates on student transcripts. In order to be approved, the proposed certificate must require 12 or more semester units (or 18 or more quarter units) of degree-applicable credit coursework and must represent a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education. After Chancellor's Office approval, they must be called Certificates of Achievement and may be listed on student transcripts. The proposals for these proposed certificates will demonstrate the same levels of need and academic rigor that is required for certificates requiring 18 or more semester (27 or more quarter) units. The proposal requires the same narrative and documentation required for all Certificates of Achievement.

Community colleges may also award certificates for fewer than 18 semester or 27 quarter units without Chancellor's Office approval, but must call such certificates something other than "certificate of achievement." Any group of credit courses in the same four-digit TOP code that totals 18 or more semester units and that are linked to one another by prerequisites or corequisites, are defined as an "educational program" that requires Chancellor's Office approval. The college must submit this sequence of courses for approval as a Certificate of Achievement.

When a college creates a sequence of certificates in a single four-digit TOP code, arranged such that a student must complete one level before taking another level and the set or sequence as a whole requires 18 semester or 27 quarter units or more, then the entire certificate sequence requires Chancellor's Office approval. For example, if a college creates the low-unit certificates listed below but then makes the Level I low-unit certificate prerequisite to Level II, the college has essentially created an 18-unit program.

- Multimedia, Basic (or Level I) – 9 units
- Multimedia, Advanced (or Level II) – requires completion of Level I or equivalent skills and knowledge plus an additional 9 units

As such, the college needs to submit the entire 18 units for approval as a Certificate of Achievement. However, Chancellor's Office approval of these two certificates would not be possible if the Basic (Level I) certificate is not required for the Advanced (Level II) because each certificate requires fewer than 12 semester units.

## **Certificates of Achievement in CSU-GE-Breadth and IGETC**

Title 5, section 55070, allows for the approval of Certificates of Achievement that satisfy transfer patterns of UC, CSU, or accredited public baccalaureate institutions in adjacent states which award the baccalaureate degree.

In order to maintain consistency in titling these certificates at community colleges, the two titles listed below will be assigned to approve certificates.

- CSU General Education (CSU-GE-Breadth)
- Intersegmental General Education Transfer Curriculum (IGETC)

Certificates for public baccalaureate institutions in adjacent states may have any relevant title. Community colleges may not offer a certificate of achievement for completion of general education requirements for a private college or university or for completion of community college general education requirements.

## **A Degree or Certificate of Achievement Program with a Specified Program Goal**

Degrees and certificate of achievement programs may have the following specified program goals:

- Career Technical Education (CTE)
- Transfer
- Other Related

Specific policies and instructions for these programs are provided below.

### **Career Technical Education (CTE) Program Goal**

A degree or Certificate of Achievement with a program goal of CTE prepares students for employment immediately upon completing the program and/or upgrades employment skills.

Pursuant to title 5, section 51006, CTE programs cannot be designed exclusively for individuals already employed by a particular employer or in a particular industry, unless the college also makes the program available to other interested students or makes available a parallel or comparable program which would enable a student who is not already employed by that employer or in that industry to obtain entry-level employment.

Required documentation includes labor market information and analysis, an employer survey, and an explanation of employer relationship. Justification of the need for the new CTE program is specifically required through a job market study, pursuant to Education Code section 78015.

In addition, the application for new CTE programs must include a recommendation for approval from the Career Technical Education Regional Consortium. There are seven Career Technical Education Regional Consortia comprised of vocational education and economic development administrators, faculty, and staff from each college in the region. Their activities are funded by the Chancellor's Office from federal Carl D. Perkins Career Technical Education Act (Perkins) and Economic Development funds, and their charge is to increase collaboration among colleges, encourage regional planning, offer professional development opportunities, and promote marketing of community college CTE programs.

The Chancellor's Office requires the recommendation of the Career Technical Education Regional Consortium in order to ascertain the need for the proposed program in regard to other community colleges in the area, as specified by title 5, section 55130 (b)(8)(E). The Chancellor's Office relies on the advice of the Career Technical Education Regional Consortium when reviewing the approval criterion of need, especially in comparing the proposed program to others that are offered by other community colleges in the region. Consortium approval also assures program originators that the

design of their program curriculum is along the lines of current good practice as judged by their professional peers.

The requirement for a recommendation from the Career Technical Education Regional Consortium is not absolute. If a program has been refused a recommendation for approval by a Career Technical Education Regional Consortium, and the college feels the refusal was unjustified or unfair, the college may submit the program to the Chancellor's Office without a regional recommendation for approval. The burden of justification will be on the college to show why the proposal must be approved without a positive recommendation.

Education Code section 78016 requires review of all occupational programs every two years. Title 5, section 55003, requires review of prerequisites, corequisites, and advisory courses at least once every two years.

### **Transfer Goal**

A degree or Certificate of Achievement with a program goal of transfer prepares students to continue study in the same or similar area at a baccalaureate-granting institution.

Required documentation includes articulation information (must show that required courses fulfill the majority of lower-division requirements for the baccalaureate major to major) and/or evidence that transfer agreements exist between the community college and baccalaureate institutions to which students may transfer. Required documentation may be obtained at the ASSIST web site (<http://www.assist.org>). The documentation must show a good-faith effort on the part of the college to assure that, to the extent possible, students will not have to repeat courses completed at the community college after they transfer.

The Chancellor's Office will review each transfer program proposal to determine if at least 75 percent of courses required for the certificate or major or area of emphasis have course-to-course articulation.

### **Other Goal**

A degree or Certificate of Achievement with a program goal of "other" is used to develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. Evidence of need for program proposals is required.

Required documentation can be in the form of survey results, letters of support from community agencies, or other regional data in support of the need. This goal is also an appropriate choice for programs that are transferable only to a single university campus, because proposals for transfer programs are required to prove articulation with three university campuses.

This type of proposal may have a broad area of emphasis, such as Social Sciences, or a theme-based area of emphasis that consists of an interdisciplinary grouping of courses, such as American Studies, International Business, or Multicultural Studies. The required courses may not align with requirements for transfer, but nevertheless represent a cohesive packaging of courses. If the area of emphasis is designed to prepare students for transfer, all of the required courses must be transferable and must prepare students for a designated field of study at a baccalaureate institution. The intent of such degrees must be clearly expressed in the narrative portion of the proposal.

## **Apprenticeships Credit or Noncredit**

An apprenticeship is defined as preparation for any profession, trade, or craft that can be learned through a combination of supervised on-the-job training and off-the-job formal education. The California Division of Apprenticeship Standards (DAS) within the California Department of Industrial Relations and the Chancellor of the California Community Colleges share responsibility for the approval of credit and noncredit apprenticeship programs. This shared responsibility has created a partnership for developing apprenticeship programs that includes the community college and the employer, also known as the program sponsor.

The DAS approves matters dealing with on-the-job instruction and maintains the standards. Both the California Apprenticeship Law and the annual California Budget Act refer to the off-the-job formal education as related and supplemental instruction (RSI). Providing RSI is the job of the community colleges, adult schools, and regional occupational program centers. In addition, section 3074 of the Labor Code states that apprenticeship RSI shall be the responsibility of and be provided by state and local boards in charge of CTE in partnership with the program sponsor, who is normally the employer. The program or courses must have the approval of the Chancellor's Office for both curriculum and RSI funding.

Required documentation must be signed by the Chief of the DAS or his or her designee to indicate that the apprenticeship has been approved, including the specific campus approved for the RSI, apprenticeship title, file number, and sponsor contact information. Additional documentation includes labor market information and analysis, an employer survey, and an explanation of employer relationship. Justification of the need for any new CTE programs, including apprenticeships, is specifically required through a job market study, pursuant to Education Code section 78015.

The California Community Colleges Chancellor's Office has delegated authority to the Apprenticeship Program Coordinator, who provides support to the college and the program sponsor throughout the development and implementation of the apprenticeship program. The Vice Chancellor of Academic Affairs, or his/her designee, approves the programs and courses offered

by the community college using criteria that represent the standards of good practice established in the field of curriculum design.

## Instructions for Completing Proposal Forms

This section provides instructions for completing new credit proposals and modifications to approved credit programs and courses. The *CCC Curriculum Inventory User Guide* details the procedures on how to submit proposals and is available online at CCC Curriculum Inventory at <http://curriculum.cccco.edu>. Refer to Appendix A for a copy of all the CCC credit forms.

The table below describes the proposed action and identifies the correct form to use.

For nonsubstantial change forms, if the Chancellor's Office determines that the program changes appear to be substantial, it may request additional information, including any of the elements from the CCC-510 Substantial Changes to an Approved Credit Program form.

**Table 6. Examples of Selecting the Correct Form**

Approved Program	Proposed Change	Correct Form
AS degree in Architecture (transfer) in 0201.00 TOP Code	Add a new Certificate of Achievement in CAD Drafting in 0953.00 TOP code	<ul style="list-style-type: none"> <li>• <i>CCC-501 New Credit Program</i> form; new certificate is in a different TOP code</li> </ul>
AS degree with a major in Computer Science (transfer) (No Certificate of Achievement is offered)	Offer a new Certificate of Achievement in Computer Science (with courses that are different than the major courses)	<ul style="list-style-type: none"> <li>• <i>CCC-510 Substantial Changes to Approved Credit Program</i> form if certificate is in same four-digit TOP code</li> <li>• <i>CCC-501 New Credit Program</i> form if certificate is in different four-digit TOP code</li> </ul>
Certificate of Achievement in Early Childhood Education	Two new courses added in order to update program; six units added to program	<ul style="list-style-type: none"> <li>• <i>CCC-511 Nonsubstantial Changes to Approved Credit Program</i> form or reported during two-year inventory update process</li> </ul>
Certificate of Achievement in Multimedia	New specialization in Web Graphics	<ul style="list-style-type: none"> <li>• <i>CCC-510 Substantial Changes to Approved Credit Program</i> form for new certificate that will be offered in addition to existing program and will be printed on transcripts</li> </ul>
Certificate of Achievement in Multimedia	Title change to Certificate in Digital Media Arts	<ul style="list-style-type: none"> <li>• <i>CCC-511 Non-substantial Changes to Approved Credit Program</i> for changing title,</li> </ul>

number of units, or assigning new TOP code to all options in the existing program. This change may also be reported during two-year inventory update process.

<p>Certificate of Achievement in Mass Communications in 0610.00 TOP code</p>	<p>AA in Media Arts (with different major courses than the Certificate of Achievement in Mass Communications)</p>	<ul style="list-style-type: none"> <li>• <i>CCC-501 New Credit Program</i> form if primary focus of option changes from non-transfer to transfer (in a different four-digit TOP code)</li> <li>• <i>CCC-510 Substantial Changes to Approved Credit Program</i> form if primary focus remains CTE (in the same four-digit TOP code)</li> </ul>
<p>Certificate of Achievement in Machine Technology in 0956.00 TOP code</p>	<p>Certificate of Achievement in Industrial Technology</p>	<ul style="list-style-type: none"> <li>• <i>CCC-511 Substantial Changes to Approved Credit Program</i> form if job category targeted by proposed change falls within the 0956.xx TOP codes.</li> <li>• <i>CCC-501 New Credit Program</i> form if job category targeted by proposed change is different, such as 0999.00 (emerging technologies).</li> </ul>

## Tips for Successful Submission of Requests

- Complete and submit an original signature page, with each signature dated, the name of the signer clearly typed or printed, and the date of local board approval.
- Submit all required Course Outlines of Records (CORs). Ensure that all CORs are compliant with title 5, section 55002, Standards of Criteria for Courses.
- Submit the proposal in its entirety, to include all the required attachments with appropriate labels. Incomplete proposals are returned to the proposal originator.
- Avoid submitting lengthy proposals. This will not increase the prospects for approval and may even cause delay while the reviewer looks for relevant data.
- For CTE proposals only, include a separate labor market or economic study to provide evidence of need. The data must be as current as possible and specific to the region within the college's service area. The occupational data must be specific to the occupation(s) for which students are being prepared.
- College and district officers are responsible for the quality, accuracy, and completeness of the proposal when they sign the cover form. Each responsible signer must read the proposal, and not sign until he or she is satisfied with its contents.



allowed in program titles because the “associate degree for transfer” is now reserved for degrees that comply with Education Code section 66746.

*For AA-T or AS-T: The TMC award type and title are designated on the template. No deviations are allowed. Note: When referring to the degree throughout the narrative\_section, the official title of the degree should be Associate in Arts/Science in (approved discipline) for Transfer.*

**College and District:** Provide the college and district name.

**Contact Person:** The person designated as the proposal originator will be identified as the person most able to answer questions about the proposed program or, if necessary, able to gather responses from the Chief Instructional Officer, the curriculum committee chair, or the originating faculty member who designed the program. This field will automatically be populated with the originator’s contact information in the CCC Curriculum Inventory, associated with the person’s user name and password.

*For AA-T or AS-T: Required.*

**Title, Phone Number, and E-mail Address:** This information is used for interim communications with the Chancellor’s Office during the review process, such as requests for further information. Final action notifications are automatically generated by the CCC Curriculum Inventory. These notices are emailed to the Chief Instructional Officer and campus contact representatives.

*For AA-T or AS-T: Required.*

**Projected Program Start Date:** Provide the month and year when the college plans to offer the first required course in the program, or when the college plans to enroll students in an existing course with the expectation that it will count toward the degree or certificate submitted for approval. Programs are required to be approved before being offered; however, courses may be approved locally and offered as stand-alone courses while the program is being developed.

*For AA-T or AS-T: Required.*

**Goal(s) of Program:** Check all appropriate boxes. Each choice requires a different narrative and supporting documentation as described on the following pages. The narrative for Criteria A: Appropriateness to Mission must include explanations for all choices. For the proposed programs that are categorized by TOP codes that are designated as vocational or CTE, the originator must select CTE and complete all sections required for career technical education. The college is not permitted to select “Other” when either or both of the other goals are selected.

For AA-T or AS-T: Select the appropriate goal for the program (CTE or Transfer). Program goal of “Other” is not applicable.

**Type of Program:** Select only one program type. The Chancellor’s Office supports the Academic Senate for the California Community Colleges (ASCCC) Resolution 9.06, Spring 2008, in which the associate degrees are classified as follows:

- Associate in Science (AS or AS-T) must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.
- Associate in Arts (AA or AA-T) must be used for all other disciplines.

All new associate degree majors and areas of emphasis are required to be separately approved. Each proposed program will need to be submitted individually. Colleges may attach the same narrative to multiple proposals under the same TOP code. Certificates requiring 18 or more semester units or 27 or more quarter units are required to be approved and are given the designation “Certificate of Achievement” pursuant to title 5, section 55070(a). If the certificate requires 12 or more and fewer than 18 semester units, or 18 or more and fewer than 27 quarter units, approval may be requested and the designation “Certificate of Achievement” may be assigned pursuant to title 5, section 55070(c). Such certificates are then eligible to be listed on student transcripts.

For AA-T or AS-T: Select the designated program type for the major (AA-T or AS-T).

## Planning Summary

Recommended T.O.P. Code		Estimated FTE Faculty Workload	
Units for Degree Major or Area of Emphasis		Number of New Faculty Positions	
Total Units for Degree		Est. Cost, New Equipment	\$
Required Units-Certificate		Cost of New/Remodeled Facility	\$
Projected Annual Completers		Est. Cost, Library Acquisitions	\$
Projected Net Annual Labor Demand (CTE)		When will this program undergo review as part of college’s Program Evaluation Plan?	Month _____
			Year _____

**Recommended TOP Code:** The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter.

The TOP code is not based on local departmental structure, faculty qualifications, or budget groupings. A college that has difficulty identifying the most appropriate TOP code must contact the Chancellor's Office. The Chancellor's Office may change the proposed TOP code, if necessary, after consulting with the proposal originator.

*For AA-T or AS-T: Provide the designated TOP code for the major. No deviations.*

**Units for Degree Major or Area of Emphasis:** For all types of associate degrees, enter the number of semester or quarter units for the major or area of emphasis including course requirements, restricted electives, and other completion requirements. Do not include general education requirements and units completed in nondegree-applicable credit courses that raise student skills to standard collegiate levels of language and computational competence.

When the proposed program includes a degree with an area of emphasis, students may be allowed to choose from a list of courses to complete a specified number of units. For these proposed programs, include the number of units that all students are required to complete. Do not convert quarter units to semester unit equivalents.

*For AA-T or AS-T: Provide the major units. Unit value must match the units listed in the narrative item 3. Program Requirements and TMC template.*

**Total Units for Degree:** For all types of associate degrees, enter the total units required to complete the degree including the units for the major or area of emphasis, the general education pattern units, any other graduation requirements, and electives to reach a minimum of 60 semester units or 90 quarter units.

*For AA-T or AS-T: May not require more than 60 semester or 90 quarter units.*

**Required Units–Certificate:** The number of semester or quarter units, including course requirements, restricted electives, and other completion requirements. Do not convert quarter units to semester unit equivalents.

*For AA-T or AS-T: Not required.*

**Projected Annual Completers:** Number of students estimated to receive the degree or certificate each year after the program is fully established. An explanation must be provided in the narrative for item 5. Enrollment and Completer Projections.

*For AA-T or AS-T: Required.*

**Projected Net Annual Labor Demand (CTE only):** For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used. The figure entered here must be explained thoroughly in the narrative for items 7. **Similar Programs at Other Colleges in Service Area** and 8. **Labor Market Information and Analysis**.

*For AA-T or AS-T: Required.*

**Estimated FTE Faculty Workload:** Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one full-time faculty would be entered as 1.0.

*For AA-T or AS-T: Required.*

**Number of New Faculty Positions:** Provide the number of separately identified new positions, both part and full time. If existing faculty are sufficient for offering the course and no plans exist to hire new faculty, enter 0 (zero). Assertion of faculty meeting the state minimum qualifications for these positions must be included in the narrative for item 18. **Faculty Qualifications and Availability**.

*For AA-T or AS-T: Required.*

**Est. Cost, New Equipment:** If new equipment will be acquired for this program, estimate total cost from all sources, including district and state funds. Discuss specifics in the attached narrative for item 16. **Facilities and Equipment Plan**.

*For AA-T or AS-T: Required.*

**Cost of New/Remodeled Facility:** If new or remodeled facilities will be acquired for this program, indicate here. Discuss specifics in the attached narrative item 16. **Facilities and Equipment Plan**.

*For AA-T or AS-T: Required.*

**Est. Cost, Library Acquisitions:** Fill in estimated costs for library and learning resources materials. Discuss specifics in the attached narrative item 15. **Library and/or Learning Resources Plan**.

*For AA-T or AS-T: Required.*

**College’s Program Evaluation Plan:** Provide the month or semester and year of the first scheduled review of this program after it has been approved. Education Code, section 78016 requires review of all occupational programs every two years and title 5, section 55003, requires review of prerequisite, corequisite, and advisory courses at least once every two years.

*For AA-T or AS-T: Required.*

## **Development Criteria Narrative and Documentation**

Describe the development of the proposed program, addressing the five criteria as listed on the proposal. **Number** the sections of the narrative to match the proposal form. If appropriate, note that a section is “not applicable” but do not re-number the sections. Provide documentation in the form of attachments as indicated. Some items described below are not required for the following types of proposals:

- Certificates of 12 or more but fewer than 18 units that have been offered in the past that have reported strong enrollment data.
- AA-T or AS-T degree that aligns with a TMC.

### ***Criteria A. Appropriateness to Mission***

#### **1. Statement of Program Goals and Objectives**

A statement must be submitted that defines the goal(s) of the proposed program. Based on program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the community colleges.

CTE Goal: The objectives of the program must include the main competencies students will have achieved that are required for a specific occupation. This statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) that the program will prepare students to enter and the basic occupational competencies students will acquire.

Transfer Goal: The stated goal of the program must include (but need not be limited to) the preparation of students for one or more baccalaureate majors. Courses required in the program are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions that students will be able to transfer to upon completion of the program.

Other Goal: Explain in detail how this program conforms to the community college mission. Describe how this program it embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study.

The proposal's statement of goal(s) and objectives serves to define the program over time. The goal statement is one of the major factors in determining whether changes to the program are "substantial modifications" for Chancellor's Office approval purposes.

*For AA-T or AS-T: In addition the statement defining the goals of the proposed program for an AA-T or AS-T degree that aligns with a Transfer Model Curriculum (TMC), provide a brief statement identifying which baccalaureate degree students will be prepared to enter at a CSU.*

## **2. Catalog Description**

The catalog description of the proposed program must be entered exactly as it will appear in the catalog. This description must be consistent with the rest of the proposal, convey the program's goal(s) and objectives, and suggest how they differ from the goals and objectives of other programs. The description must convey also what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented. List all prerequisite skills or enrollment limitations.

The catalog description for an associate degree must provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes).

CTE Goal: List the potential careers.

Transfer Goal: Appropriate baccalaureate major or related majors must be identified. Proper explanation and documentation must be provided in the narrative item 14. Transfer Applicability. Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.

*For AA-T or AS-T: Include all the requirements for the associate degree for transfer pursuant to Education Code section 66746. The catalog description provides an overview of the knowledge and skills students will demonstrate upon completion. The description needs to convey what students expect as an outcome in addition to the following completion requirements:*

- *A minimum of 18 semester units or 27 quarter units in the major with a grade of C or better while maintaining a minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework*
- *Completion of 60 semester or 90 quarter CSU-transferable units using the CSU-GE Breadth or the IGETC pattern*
- *No more than 60 semester units or 90 quarter units are required for the degree*

### **3. Program Requirements**

The program requirements must be consistent with the catalog description. The number of units, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor's Office will rely heavily on the educational judgment of local faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

Display the program requirements in a table format that includes all courses required for completion of the program (core requirements, required or restricted electives, other requirements), subtotal of core units, general education pattern(s) (local, CSU-GE-Breadth, or IGETC), number of units for each pattern, and total program units. For each course, indicate the course number, course title, and unit value.

For all degree programs, documentation may be one of the following:

- The college's overall general education requirements for a degree of this type, such as a photocopy of requirements from the catalog
- Required general education categories (including number of units required) with specific recommendations for appropriate general education course choices for students in this program

For all associate degrees, the courses designated for the program must, collectively, be sufficient to enable students to fulfill the program goals and meet the program objectives. Courses must be required that will address the college level communication and analytic skills necessary for success in a transfer program or that will generally enable graduating students to participate as full team members in a company, maintain currency in rapidly changing fields, and/or advance in selected occupations over a lifetime.

CTE Goal: The set of requirements for a CTE program must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee's recommendation, then the college must explain its departure from those recommendations.

Transfer Goal: Students must be advised to complete the CSU-GE-Breadth or IGETC pattern. Unless the major requires a high number of units, students who intend to transfer must not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer.

*For AA-T or AS-T: Must require students to complete either the CSU-GE-Breadth or IGETC pattern and state the number of units required for each pattern. It's important to note that Education Code section 66746 requires a maximum of 60 semester or 90 quarter units, and **all** required courses must be transferable to CSU. The program requirements must list all required courses for the major with the number of units for each. If more than 18 semester or 27 quarter units are required for the major, then the program requirements must show whether each course may also be used to fulfill a CSU-GE-Breadth or IGETC requirement. Must identify any units that may be double-counted for all programs.*

*In addition, Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these requirements, for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer. If the college normally requires students to complete additional graduation requirements to obtain an associate degree, the catalog description must clearly state that the AA-T or AS-T does not require them.*

#### **4. Background and Rationale**

This section provides context for reviewers at a general conceptual level. This section explains what role the proposed program will fulfill in the curriculum (given the stated goals and objectives), may include some history of how the program proposal came about, describes what is different about the program and its importance, and tells why the program is especially appropriate for the region and for the college, including reference(s) to appropriate community support.

These explanations must be related to the college mission and the overall educational plan for the college, other new program developments, and any specific needs of that community. This section may be used to justify program objectives or the inclusion of a given course as a requirement.

Describe any special considerations and make a case for a program that justifies the use of alternative documentation if the usual documentation may be misleading, inconclusive, or simply not obtainable.

It is not necessary to repeat information covered elsewhere in the proposal, as long as the originator includes a cross-reference to a page number or section number. When making reference to minutes, the originator must highlight relevant section(s) in the minutes.

*For AA-T or AS-T: Briefly describe how discipline faculty determined whether to align the major requirements with the TMC.*

*Non-aligned TMC must describe in this section of the narrative the following:*

- *If a TMC exists but the proposal does not align with it, the narrative must state the reason the TMC is not the best preparation for the college's students who transfer to the CSU campus or if no TMC exists, the local degree provides lower-division major preparation for students who transfer to a specific major at CSU campuses offering that major*
- *The community college discipline faculty have consulted with CSU discipline faculty to confirm that the lower-division coursework provides preparation for the CSU major*

*In addition to describing the collaborative efforts, which may be based on an existing articulation agreement (pursuant to Ed. Code, § 66746(c)), a letter must be attached to the proposal from a CSU discipline chair or administrator that confirms collaboration with CSU faculty and assures both of the following:*

- *Locally-designated courses will provide lower-division major preparation*
- *Students will not be required to repeat a course that is similar to a specific course that counted toward the associate degree for transfer (pursuant to Ed. Code, § 66748(c)).*

## **Criteria B. Need**

### **5. Enrollment and Completer Projections**

This section includes enrollment (student headcount) data or a survey of prospective students and completer projections information.

Use a table format to provide enrollment data for all required existing courses for the last two semesters to validate the need for this program in the college service area. Include course title, course number, annual sections, and annual enrollment total.

A survey is rarely needed for a transfer program. In the case of a survey, the survey questionnaire, a description of the population surveyed, and survey results must be included.

For completer projections include the number of anticipated program completers per year at the end of the second year and end of the fifth year of program operation.

CTE Goal: The enrollment and completer projections must be compared to the net job market, discussed in narrative item 8. Discussion of Labor Market Need or Job Availability. The data must demonstrate adequate demand for the estimated completers.

Transfer Goal: Required.

*For AA-T or AS-T: Not required.*

## **6. Place of Program in Curriculum/Similar Programs**

This section must address the following:

- Does the program replace any existing program(s) on the college's inventory?
- What related programs are offered by the college?
- Will this new program fulfill a current need?
- Will there be courses in common shared by this program and another existing program?
- What enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?
- Will programs share resources?
- Explain how, if at all, this program makes a new or more productive use of existing resources and/or builds upon existing programs or services and establishes a new direction for the college.
- Provide relevant details if this program is related to the termination or scaling down of another program(s).

Before completing this section, review the college's existing program inventory online in the CCC Curriculum Inventory at <http://curriculum.cccco.edu>. The originator must specify any existing inventory entries that need to be removed or modified in connection with the approval of the program. If there are any questions, contact the Academic Affairs Division of the Chancellor's Office.

*For AA-T or AS-T: Identify the division or department in which the program will be located and the current program type division/department.*

## **7. Similar Programs at Other Colleges in Service Area**

The narrative must describe all similar programs offered by colleges **within commuting distance** of the college, commonly known as the “college service area.” A brief description of each program is required. Pages from other colleges' catalogs may be included as attachments to the proposal in the CCC Curriculum Inventory. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. In most instances, a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

If the proposed program has a different emphasis, targets a different market, demonstrates state-of-the-art offerings, or for a number of reasons will be a stronger program, documentation and/or explanation need to be provided.

The college needs to provide evidence that proposal originators have been in communication with faculty offering similar programs at other community colleges, as well as with transfer institutions (if applicable). The college also must demonstrate how such communication helped to design the proposed program.

When two or more colleges in the same region are seeking approval for new programs of a similar kind at or near the same time, evidence of collaboration is especially important. Generally, competition between districts is not an issue for transfer programs, nor is redundancy of offerings, since every college is presumed to have the right to offer a range of transfer majors. For transfer programs, the main reason for considering programs in neighboring colleges is to compare the program requirements.

*For AA-T or AS-T: Not required.*

## **8. Labor Market Information and Analysis (for CTE only)**

### **Attachment Required: Labor Market Analysis**

The Labor Market Information (LMI) system provides occupational demand data by county on established occupations, i.e., those that have Occupational Employment Statistics (OES) codes and that serve medium to large employers. The system also provides occupational supply data based upon actual or projected program outcomes. The LMI system is maintained by the state Employment Development Department (EDD) and is partially funded by community colleges to aid in their planning of programs and in their reporting upon outcomes. Statistics from LMI can be found online at <http://www.labormarketinfo.edd.ca.gov/>. The LMI division of EDD can be reached by telephone at (916) 262-2162. Assistance with LMI data can also be obtained from CTE specialists in the Chancellor's Office.

To use the website to search for labor market projections, choose the “Educators/Schools” link from the LMI home page. This page provides statewide and county job projections by Standard Occupational Classification (SOC) with cross-listing to the TOP Code. The instructions for accessing the data are subject to change.

Pursuant to Education Code section 78015, LMI data are specifically required for new CTE program proposals, where available. Statewide or national data is not acceptable unless the applicant can show that career mobility in this occupation is common. The proposal must include projections from LMI for the most applicable SOC codes and geographical regions to be served by the program. If these projections do not suggest adequate job openings in the college service area to provide employment for all program completers, then the proposal must explain what other factors may justify the program and make the LMI figures misleading. If LMI figures are unavailable for the occupation targeted by the program, explain and provide other data that justifies the need for the proposed program.

Highlight the applicable lines for the program being proposed with a marker, or another easily visible method, on the printout of data from the LMI. Target the search for specific data and avoid including unneeded or irrelevant statistical printouts with the proposal. Title 5, section 55130, requires the college seeking approval of a new program to show “the relation of the proposed program to a job market analysis.” The job market analysis must present evidence that there is a viable job market that will preferentially hire those graduating with the proposed degree or certificate.

When a proposed program is in an emerging occupation, finding relevant regional or local data can be challenging. One source of data for emerging occupations is available from the Centers of Excellence, an initiative of the California Community Colleges Economic and Workforce Development Division. Through the website at <http://coecc.org> individuals can access comprehensive reports on emerging occupations, called “Environmental Scans,” as well as information about requesting customized reports if no scan has been published. Do not attach the complete report to the proposal, but summarize the significance of the report’s findings to the college service area and use an appropriate format for citing the source so that Chancellor’s Office staff can refer to the entire report, if necessary.

*For AA-T or AS-T: Provide labor market projections for available jobs in the discipline in the college service area.*

## **9. Employer Survey (for CTE only)**

### **Attachment Required: Employer Survey**

In this section, provide a copy of the survey, including the number of those surveyed, number of responses, and a summary of the results.

Program proposals will be evaluated in light of the data regarding expected job openings within the next five years and the number of students that will complete the program per year. Take into account the number of completers in similar programs at other institutions within the geographical region. Chancellor's Office staff regularly refers to the data mart, available on the Chancellor's Office website, to confirm the number of completers in a particular discipline.

When strong data on local employment are not available, a survey of prospective employers in the geographic region within which students will be seeking employment must ordinarily be included. If an employer survey is found to be either impracticable or unnecessary, an explanation must be provided as well as other evidence of job availability.

If a survey is conducted, it must address the extent to which the proposed degree or certificate, with its stated objectives and proposed courses, will be valued by prospective employers. The questionnaire/survey must convey as much information as possible regarding the intended program design, proposed equipment, facilities, work experience included, and/or faculty qualifications. The survey can then be used to determine whether the employer would preferentially hire someone with such a degree or certificate over someone without it, other things being equal.

When reporting survey results, it is important to address the following:

- When the survey was taken and by what methodology (mail, telephone)
- How many employers were surveyed and how many responded
- The specific title(s) of the jobs covered by the survey
- How many openings the employer anticipates, due to separations and new jobs (growth), in the next full year and over the next five years
- Whether the employer believes the program as described would qualify students for the specific positions
- Whether the employer would preferentially hire students who have completed the program

Letters of support from businesses in the college's service area are sometimes included with a proposal. Such letters are especially important if it has not been feasible to conduct an employer survey. The most useful letters of support are specific, rather than general, and are from actual employers who will hire the program completers. An effective letter of support must specify that the

employer is familiar with the proposed program, needs the program completers, and intends to hire them. If possible, the letter must indicate the approximate number of program completers that the company anticipates hiring per year.

Other evidence of job market need may be included if available. If an employer survey has not been conducted, other materials may be provided in lieu of a survey or in addition to an employer survey. Examples of other evidence of need include job advertisements or listings, regional economic studies, and industry trend studies.

*For AA-T or AS-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

#### **10. Explanation of Employer Relationship (for CTE only)**

Whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer's facilities may be used to provide the training, or the program may be structured to meet training needs of a specific employer. The originator must include an explanation of how the open enrollment requirements for California community college courses (Cal. Code Regs., tit. 5, § 51006 and §§ 58100-58108) will be observed in this context.

*For AA-T or AS-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

#### **11. List of Members of Advisory Committee (for CTE only)**

This item must identify whether the proposed new CTE program has an advisory committee made up of typical employers, discipline faculty from transfer institutions, entrepreneurs, or others qualified to provide guidance in developing and reviewing the program. The list of advisory committee members must include job titles as well as business affiliations, and an accompanying explanation must make clear that the professionals on this committee represent those within the industry who will hire graduates of a proposed CTE program.

*For AA-T or AS-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

#### **12. Recommendation of Advisory Committee (for CTE only)**

Summarize the recommendations of the advisory committee and discuss how the proposed program supports them. This description must be provided in addition to meeting minutes. If it was not possible to incorporate all of the recommendations, describe how decisions were made when selecting major topics to be addressed in the program.

**Attachment Required: Minutes of Key Meetings**

Minutes of the advisory committee meetings at which the program was discussed and approved must be included. Highlight the approval action in the minutes. Minutes of other meetings, such as curriculum committee meetings, may also be included if they reflect relevant discussion. Meeting minutes must include the date and place of the meeting and names of all who attended.

For CTE Goal: Include the minutes of the Career Technical Education Regional Consortium meeting(s) at which the program was discussed and approved. Highlight the approval action in the minutes. Highlight portions of the minutes that deal with substantive issues of program need, objectives, design, and resource requirements. Suggestions included in the minutes, questions or concerns that were raised, and decisions noted must be specifically addressed in the proposal.

*For AA-T or AS-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

**Criteria C. Curriculum Standards****13. Display of Proposed Sequence**

Provide a flowchart, table, or diagram that shows how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. Include the course department name and course number, and units per term. Indicate whether the course sequence is suggested or mandatory. The sequence must be arranged so that a full-time student could complete a degree program in two years, except in the case of a high-unit technical or health occupation program where a sequence longer than two years is necessary. Students who begin college in need of developmental courses in reading, writing, and/or mathematics may need more than two years to complete a two-year program.

For a degree program, the proposal must include the general education requirements. The pattern(s) specified must not constrain students' individual general education choices unless specific general education courses are recommended to enhance student preparation for a field of study.

*For AA-T or AS-T: Not required.*

**14. Transfer Applicability (if applicable)**

For proposals that indicate transfer as a goal, ASSIST documentation is required to show that courses fulfill lower-division requirements for a specific baccalaureate major or prepare students in an area of emphasis for a major field of study for baccalaureate institutions.

For degrees that do not satisfy lower division transfer preparation, documentation must show that the required courses are accepted for general education and/or elective credit by more than one baccalaureate institution. Indicate to which specific baccalaureate institution for the proposed program may transfer.

**Attachment Required: Course Outline of Record**

A Course Outline of Record (COR) must be attached in the CCC Curriculum Inventory for all courses required of all students in the program. If the proposed program is for an area of emphasis, students may be required to complete a specified number of units (minimum of 18 semester or 27 quarter units) by completing courses from a list. A COR for general education courses are not required to be attached to the program proposal.

**Attachment Required: Transfer Documentation** (if applicable)

Articulation Agreements are needed for proposals with the following program goals:

- Three Articulation Agreements – for Transfer only
- Two Articulation Agreements – for Transfer and CTE

*For AA-T or AS-T:*

1) *Complete and attach the TMC template for the major.*

*When a TMC is finalized, a template will be available, which will be uploaded as an attachment to the AA-T or AS-T degree proposal in the CCC Curriculum Inventory. The community college will complete the columns in the right half of the table to indicate which courses in the TMC have been adopted. The current list of approved TMC templates may be found online at <http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ApplicationsandForms/tabid/431/Default.aspx>*

*It must be noted that some TMC patterns allow community colleges to include other courses not specifically indicated in the TMC. In the Psychology TMC template, for example, the college may designate in List B any course that has articulation as lower-division major preparation for the psychology major at a CSU. When the community college decides to include such a course, discipline faculty must consult with CSU discipline faculty to confirm that the course provides preparation for the CSU major. When selecting local courses in this situation, documentation of applicability to the major at the local CSU is required. The documentation may include the following, listed in order of preference:*

- *Assigned course identification (C-ID) designation or*
- *Assigned Transfer CSU (TCSU) number or*
- *Appropriate report from ASSIST showing the required transferability status (e.g., CSU transferable, general education, or major preparation at CSU).*

*The TMC template will provide information about acceptable forms of documentation for articulated courses in each list of options for that major. The college will attach necessary documentation for the course to the AA-T or AS-T degree proposal in the CCC Curriculum Inventory.*

2) *Provide ASSIST articulation or transfer documentation (based on the TMC template requirements) for any course that does not have a C-ID descriptor to a CSU institution. ASSIST articulation information must be for the TMC major (not the course discipline) at a CSU institution.*

Articulation and transfer data can be downloaded from ASSIST website at <http://www.assist.org/web-assist/welcome.html>. ASSIST is the official online repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.

## **Criteria D. Adequate Resources**

### **15. Library and Learning Resources Plan**

Explain the determination of library and learning resources necessary to support the program as designed. Determining the needed resources should involve collaboration between the originating faculty and the library and learning resources staff. If new resources will need to be acquired, explain how the acquisition will be accomplished.

*For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.*

### **16. Facilities and Equipment Plan**

Describe the specific needs for facilities and equipment should be detailed in this section. The originator should note what is already available, what is planned or in some stage of development, and what would need to be acquired after approval in order to implement the program. An estimate of the total cost of new facilities and equipment should be included.

Programs that require new facilities, major renovation to existing facilities, or an expenditure of over \$100,000 in district and state funds for equipment must submit an itemized matrix that details program costs and anticipated revenue (either public or private), both for the initial year of operation and in the near future years.

*For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.*

### **17. Financial Support Plan**

This section explains the adequacy and proposed sources of financial support both for the ordinary costs of instruction and for any special equipment and/or facilities needs as described in the preceding section.

The source of support for ordinary costs of instruction may be apportionment revenue under the district's growth cap or apportionment revenue redirected as a result of phasing out another program. In some cases a new program may not generate any increased apportionment, if it is composed only of existing courses and does not add new courses.

Sources of support for facilities and equipment may include state capital outlay funding, instructional equipment grants, donations by industry, and funds from private sources/foundations.

Some new programs are developed with grants from various resources including the Fund for Instructional Improvement (FII), Economic Development, or other employer-based training or federal grants. Programs supported with these funds may have special requirements, depending on the source. Any such requirements need to be described.

*For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.*

#### **18. Faculty Qualifications and Availability**

This section must clearly indicate that the program will be adequately staffed and managed by faculty who meet state minimum qualifications and who have adequate knowledge and experience in the program area. Resumes of the faculty who will be directing and teaching in the new program should be maintained locally in the program file at the college and not submitted with the proposal.

Discuss the balance of full-time and part-time instructors in the program. If new faculty will be needed, or if new training will be provided to faculty who are undertaking expanded or different responsibilities, an explanation should be provided regarding the additional costs and how the training will be provided. Courses in the program will have been assigned disciplines from the most current version of the "Minimum Qualifications for Faculty and Administrators in the California Community Colleges" (commonly known as the Disciplines List). The program must have at least one discipline from the Disciplines List included on the form. If a new discipline is required to teach courses in the program, the faculty may consult the ASCCC for the timeline and process to recommend that the new discipline be added to the Disciplines List.

*For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.*

## **Criteria E. Compliance**

### **19. Based on model curriculum (if applicable)**

If the program design is based upon a model that has been developed for statewide or national use other than the TMC developed during the implementation of Education Code section 66746, refer to the model, and if possible, include a copy of the model or a summary of it. Explain any departures from the model to fit local circumstances or for other reasons.

The TMCs were developed collaboratively by intersegmental discipline faculty from the community colleges, CSU, and UC, so they are different from model curricula developed prior to 2010.

The Chancellor's Office requires that, in fields where model curriculum designs have been collaboratively developed and disseminated with broad consensus from representatives of the discipline and with the support of the Chancellor's Office, every new program proposal generally should incorporate the elements of the model curriculum. Collaborative development has been successful in many disciplines, including the public safety occupations of administration of justice, fire science, hazardous materials, and emergency medical services; in some health occupations, sometimes developed by national professional associations; in retail management with the support of the Western Association of Food Chains, Inc.; in California's insurance industry; and in child development/early childhood education.

*For AA-T or AS-T: Sections 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this program. No additional student selection criteria are in place, this program complies with California Code of Regulations, title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.*

### **20. Licensing or Accreditation Standards**

The college should determine whether accrediting or licensing standards apply to the proposed program and include them, or a summary of them, in the proposal, together with information regarding the organizations or persons representing the accrediting or licensing body who may be contacted by the Chancellor's Office. As with model curriculum, any departures from the accrediting standards should be explained. The explanation should also clarify whether the college intends to function without programmatic accreditation in the area or expects to be accredited. Programmatic accreditation in CTE is not always mandatory. When transfer accreditation is optional in numerous fields, the proposal should discuss the college's intentions in this regard.

In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certifies counselors in that field. In these cases, the Chancellor's Office expects that the proposal will specify whether the program will fully prepare completers for

the recognized professional certification. If not, an explanation of why this is not considered necessary should be included.

*For AA-T or AS-T: Items 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this program. No additional student selection criteria are in place, this program complies with California Code of Regulations, title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.*

*If the degree is in a CTE discipline that has licensing, accreditation, or certification requirements the college must complete the requirements of this section.*

## **21. Student Selection and Fees**

Describe any entry criteria and the selection process for admission to the program, if the program is selective. Program admission or selection procedures should comply with the provisions of title 5, sections 55201 and 58106. In addition, all mandatory fees that students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code section 76300, should be specified. Fees for materials, insurance, travel, and/or uniforms need to be specified.

*For AA-T or AS-T: Items 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this program. No additional student selection criteria are in place, this program complies with California Code of Regulations, title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.*

## **Signature Page**

The proposed program title and name of the college at the top of this page must match the title at the top of the proposal's first page. If obtaining signatures in sequence is a problem in the time frame provided, photocopies of the signature page may be made, provided each copy shows the name of the proposed program. Signatures may then be obtained on separate copies as necessary. This procedure may be particularly useful in obtaining the signature of the chair of the Career Technical Education Regional Consortium when that individual is at a different college.

## **Attachments Required**

### Criteria B. Need

Labor/Job Market Data (CTE only)

Employer Survey (CTE only)

Minutes of Key Meetings

### Criteria C: Curriculum Standards

Course Outline of Record

Transfer Documentation (if applicable)

Signature Page

## CCC-510: Substantial Changes to an Approved Credit Program

This proposal is completed online via the CCC Curriculum Inventory. All attachments, including a scanned copy of the original signature page, will need to be attached to the proposal. The CCC Curriculum Inventory is accessible at <http://curriculum.cccco.edu> to authorized users.

Refer to the *CCC Curriculum Inventory User Guide* for specific instructions on using the CCC Curriculum Inventory. Help icons are available on the electronic form to provide instructions for each field of the form.

**When to use this form:** The *CCC-510 Substantial Changes to an Approved Credit Program* form is used to submit substantial changes to a previously approved program. Changes include:

- The goals and objectives of the program are substantially changed.
- The job categories for which program completers qualify are substantially different from the job categories for which completers previously qualified.
- The baccalaureate major to which students typically transfer is different from the baccalaureate major students typically transferred to in the past.
- The college wishes to add an associate degree for transfer (AA-T or AS-T) in the same four-digit TOP code as an existing certificate or degree offered by the college.
- The college wishes to add a new award to an existing program. This may be used to add a certificate of achievement to an existing degree or add a degree to one or more existing certificates of achievement. All existing and proposed awards must be categorized in the same four-digit TOP code.
- An existing program is split into two or more tracks, options, emphases, etc., in the same four-digit TOP code. In most cases, the proposed changes in a five-digit TOP sub-discipline may be considered within an existing program classified in the corresponding four-digit TOP code discipline.

The Chancellor's Office will notify the proposal originator if the proposed substantial changes do not align with the requirements and a new credit program proposal may need to be submitted.

Application Date



California Community Colleges

**SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM**

TITLE OF PROPOSED PROGRAM		CONTACT PERSON
TITLE OF EXISTING PROGRAM (IF DIFFERENT)		TITLE
EXISTING PROGRAM T.O.P. CODE	EXISTING PROGRAM CONTROL NUMBER	PHONE NUMBER
COLLEGE	DISTRICT	E-MAIL ADDRESS
PROJECTED START DATE FOR CHANGE		
<b>GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):</b>		
<input type="checkbox"/> CAREER TECHNICAL EDUCATION (CTE)	<input type="checkbox"/> TRANSFER	<input type="checkbox"/> OTHER

<p><b>Type of change requested: Check only one.</b></p> <p><input type="radio"/> Add new Certificate of Achievement</p> <p><input type="radio"/> Add Degree to Existing Certificate Program</p> <p><input type="radio"/> Add new Major or Area of Emphasis to Existing Degree</p> <p><b>TYPE OF PROGRAM (SELECT ONLY ONE):</b></p> <p><input type="radio"/> A.A. DEGREE</p> <p><input type="radio"/> A.S. DEGREE</p> <p><input type="radio"/> AA-T DEGREE (for transfer)*</p> <p><input type="radio"/> AS-T DEGREE (for transfer)*</p> <p><b>CERTIFICATE OF ACHIEVEMENT:</b></p> <p><input type="radio"/> 18+ semester (or 27+ quarter) units</p> <p><input type="radio"/> 12-18 semester (or 18-27 quarter) units</p>
--

\* The AA-T and AS-T degrees fulfill the requirements of California Education Code sections 66745-66749, also known as the Student Transfer Achievement Reform Act. See special instructions provided with this form.

**Title of Proposed Program:** Provide the exact title that is proposed for the catalog. A program title must clearly and accurately reflect the scope and level of the program. The same title must appear at the top of the signature page. Do not include the program type, such as “certificate” or “degree” in the title because these types are attached to the title in the CCC Curriculum Inventory based on the program type as described below. Also, the words “transfer” or “for transfer” are no longer required in program titles because the “associate degree for transfer” is now reserved for degrees that comply with Education Code section 66746.

*For AA-T or AS-T: The TMC award type and title are designated on the template. No deviations are allowed. Note: When referring to the degree throughout the narrative section, the official title of the degree should be Associate in Arts/Science in (approved discipline) for Transfer.*

**Contact Person:** The person designated as the proposal originator will be identified as the person most able to answer questions about the proposed program or, if necessary, able to gather responses from the Chief Instructional Officer, the curriculum committee chair, or the originating faculty member who designed the program. This field will automatically be populated with the originator's contact information in the CCC Curriculum Inventory, associated with the person's user name and password.

*For AA-T or AS-T: Required.*

**Existing Program Information:** The electronic form in the CCC Curriculum Inventory automatically completes the fields for title of existing program, three fields that identify the existing program, college and district based on the originator's college and district, the proposed title entered when the form was requested, and the Program Control Number selected in the "Unique Code/ Control Number" field in the Planning Summary (see below).

**Title, Phone Number, and E-mail Address:** This information is used for interim communications with the Chancellor's Office during the review process, such as requests for further information. Final action notifications are automatically generated by the CCC Curriculum Inventory. These notices are emailed to the Chief Instructional Officer and campus contact representatives.

*For AA-T or AS-T: Required.*

**Projected Program Start Date:** Provide the month and year when the college plans to offer the first required course in the program, or when the college plans to enroll students in an existing course with the expectation that it will count toward the degree or certificate submitted for approval. Programs are required to be approved before being offered; however, courses may be approved locally and offered as stand-alone courses while the program is being developed.

*For AA-T or AS-T: Required.*

**Goal(s) of Program:** Check all appropriate boxes. Each choice requires a different narrative and supporting documentation as described on the following pages. For the proposed programs that are categorized by TOP codes that are designated as vocational or CTE, the originator must select CTE and complete all sections required for career technical education. The college is not permitted to select "Other" when either or both of the other goals are selected.

*For AA-T or AS-T: Select the appropriate goal for the program (CTE or Transfer). Program goal of "Other" is not applicable.*

**Type of Change Requested:** Select only one change.

**Type of Program:** Select only one program type. The Chancellor’s Office supports the ASCCC Resolution 9.06, Spring 2008, in which the associate degrees are classified as follows:

- Associate in Science (AS or AS-T) must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and Career Technical Education (CTE) programs.
- Associate in Arts (AA or AA-T) must be used for all other disciplines.

All new associate degree majors and areas of emphasis are required to be separately approved. Each proposed program will be submitted individually. Colleges may attach the same narrative to multiple proposals under the same TOP code. Certificates requiring 18 or more semester units or 27 or more quarter units are required to be approved and are given the designation “Certificate of Achievement” pursuant to title 5, section 55070(a). If the certificate requires 12 or more and fewer than 18 semester units, or 18 or more and fewer than 27 quarter units, approval may be requested and the designation Certificate of Achievement may be assigned pursuant to title 5, section 55070(c). Such certificates are then eligible to be listed on student transcripts.

### **Planning Summary**

**Projected Start Date:** Provide the month and year when the college plans to offer the first required course in the proposed program, or when the college plans to enroll students in an existing course with the expectation that it will count toward the degree or certificate submitted for approval. Programs are required to be approved before being offered; however, courses may be approved locally and offered as stand-alone courses while the program is being developed.

**Projected Annual Completers:** Number of students estimated to receive the degree or certificate each year after the program is fully established. An explanation must be provided in the narrative for item 5. Enrollment and Completer Projections.

**Program Control Number:** In the electronic form, click in the box at the top of the column labeled “As Listed in Current Inventory” to activate a drop-down list of all active programs in the college’s inventory. They are listed in alphabetical order. Select the existing program upon which the proposal is based. The rest of the column must be automatically populated from active data in the CCC Curriculum Inventory.

In the column on the right labeled “As Revised,” make changes to identify the new certificate or degree being proposed. The Program Control Number will be generated by the CCC Curriculum Inventory when the proposal is approved. Complete the other fields as described below.

**TOP code:** The Taxonomy of Programs code is the category that groups the proposed program together with degree and certificate programs on other campuses that have similar goals and objectives. The code is used to aggregate systemwide data on awards, program completions, placements, job success, and other outcomes and serves as the basis for reporting county and statewide job market supply data. For non-occupational programs, the TOP reflects the main discipline or subject matter.

The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the code assigned to similar programs in other colleges around the state. The TOP code is not based on local departmental structure, faculty qualifications, or budget groupings.

If the appropriate TOP code for the new option or certificate is within a different four-digit TOP discipline, the *CCC-501: New Credit Program* form must be used. A college that has difficulty identifying the most appropriate TOP code must contact the Chancellor's Office. The Chancellor's Office may change the TOP code, if necessary, after consulting the college.

**Units for Degree Major or Area of Emphasis:** In the space provided, enter the number of semester or quarter units for the major or area of emphasis including course requirements, restricted electives, and other completion requirements. Do not include general education requirements and units completed in nondegree-applicable credit courses that raise student skills to standard collegiate levels of language and computational competence.

When the proposed change includes a degree with an area of emphasis, students may be allowed to choose from a list of courses to complete a specified number of units. For these proposed programs, include the number of units that all students are required to complete. Do not convert quarter units to semester unit equivalents.

**Total Units for Degree:** For all types of associate degrees, enter the total units required to complete the degree including the units for the major or area of emphasis, the general education pattern and units, any other graduation requirements, and electives to reach a minimum of 60 semester or 90 quarter units. Proposed AA-T and AS-T degrees may not require more than 60 semester or 90 quarter units.

**Required Units–Certificate:** The number of semester or quarter units, including course requirements, restricted electives, and other completion requirements. Do not convert quarter units to semester unit equivalents.

## Development Criteria Narrative and Documentation

Describe the development of the proposed program, addressing the five criteria as listed on the proposal. **Number** the sections of the narrative to match the proposal form. If appropriate, note that a section is “not applicable” but do not re-number the sections. Provide documentation in the form of attachments as indicated. Some items described below are not required for the following types of proposals:

- Certificates of 12 or more but fewer than 18 units that have been offered in the past that have reported strong enrollment data.
- AA-T or AS-T degree that aligns with a TMC.

### ***Criteria A. Appropriateness to Mission***

#### **1. Statement of Program Goals and Objectives**

A statement must be submitted that defines the goal(s) of the proposed program. Based on the program goals, objectives appropriate to these goals, and a program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the community colleges.

CTE Goal: The objectives of the program must include the main competencies students will have achieved that are required for a specific occupation. This statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) that the program will prepare students to enter and basic occupational competencies students will acquire.

Transfer Goal: The stated goal of the program must include (but need not be limited to) the preparation of students for one or more baccalaureate majors. Courses required in the program are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions that students will be able to transfer to upon completion.

Other Goal: Explain in detail how this program conforms to the community college mission. Describe how it embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. There is a possibility that the required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study.

The proposal's statement of goal(s) and objectives serves to define the program over time. The goal statement is one of the major factors in determining whether changes to the program are "substantial modifications" for Chancellor's Office approval purposes.

*For AA-T or AS-T: In addition the statement defining the goals of the proposed program for an AA-T or AS-T degree that aligns with a Transfer Model Curriculum (TMC), provide a brief statement identifying which baccalaureate degree students will be prepared to enter at a CSU.*

## **2. Catalog Description**

The catalog description of the proposed program must be entered exactly as it will appear in the catalog. This description must be consistent with the rest of the proposal, convey the program's goal(s) and objectives, and suggest how they differ from the goals and objectives of other programs. The description must convey also what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented. Include any prerequisite skills and enrollment limitations.

The catalog description for an associate degree must provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes).

CTE Goal: List the potential careers.

Transfer Goal: Appropriate baccalaureate major or related majors must be identified. Proper explanation and documentation must be provided in the narrative item 14. Transfer Applicability. Where job market data or other factors are documented in the proposal, suggest some caveats of which students must be aware. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.

*For AA-T or AS-T: Include all the requirements for the associate degree for transfer pursuant to Education Code section 66746. The catalog description provides an overview of the knowledge and skills students will demonstrate upon completion. The description needs to convey what students expect as an outcome in addition to the following completion requirements:*

- *A minimum of 18 semester units or 27 quarter units in the major with a grade of C or better while maintaining a minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework.*
- *Completion of 60 semester or 90 quarter CSU-transferable units using the CSU-GE-Breadth or the IGETC pattern.*
- *No more than 60 semester units or 90 quarter units are required for the degree.*

### 3. Program Requirements

The program requirements must be consistent with the catalog description. The number of units, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor's Office will rely heavily on the educational judgment of local discipline faculty and curriculum committees in regard to the appropriateness of program requirements.

Display the program requirements in a table format that includes all courses required for completion of the program (core requirements, required or restricted electives, other requirements), subtotal of core units, general education pattern(s) (local, CSU-GE-Breadth, or IGETC), number of units for each pattern, and total program units. For each course, indicate the course number, course title, and unit value.

For all degree programs, documentation may be one of the following:

- The college's overall general education requirements for a degree of this type, such as a photocopy of requirements from the catalog
- Required general education categories (including number of units required) with specific recommendations for appropriate general education course choices for students in this program

For all associate degrees, the courses designated for the program must, collectively, be sufficient to enable students to fulfill the program goals and meet the program objectives. Courses must be required that will address the college level communication and analytic skills necessary for success in a transfer program or that will generally enable graduating students to participate as full team members in a company, maintain currency in rapidly changing fields, and/or advance in selected occupations over a lifetime.

CTE Goal: The set of requirements for a CTE program must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee's recommendation, then the college must explain its departure from those recommendations.

Transfer Goal: Students must be advised to complete the CSU-GE-Breadth or IGETC pattern. Unless the major requires a high number of units, students who intend to transfer must not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer.

*For AA-T or AS-T: Must require students to complete either the CSU-GE-Breadth or IGETC pattern and state the number of units required for each pattern. It's important to note that Education Code section 66746 requires a maximum of 60 semester or 90 quarter units, and **all** required courses must be transferable to CSU. The program requirements must list all required courses for the major with the number of units for each. If more than 18 semester or 27 quarter units are required for the major, then the program requirements must show whether each course may also be used to fulfill a CSU-GE-Breadth or IGETC requirement. Must identify any units that may be double-counted for all programs.*

*In addition, Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these requirements, for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer. If the college normally requires students to complete additional graduation requirements to obtain an associate degree, the catalog description must clearly state that the AA-T or AS-T does not require them.*

#### **4. Background and Rationale**

This section provides a context for reviewers at a general conceptual level. This section explains what role the proposed program will fulfill in the curriculum (given the stated goals and objectives), may include some history of how the program proposal came about, describes what is different about the program and its importance, and tells why the program is especially appropriate for the region and for the college including reference(s) to appropriate community support.

These explanations must be related to the college mission and the overall educational plan for the college, other new program developments, and any specific needs of that community. This section may be used to justify program objectives or the inclusion of a given course as a requirement.

Describe any special considerations and make a case for a program that justifies the use of alternative documentation if the usual documentation may be misleading, inconclusive, or simply not obtainable.

The college does not need to repeat information covered elsewhere in the proposal, as long as the originator includes a cross-reference to a page number or section number. When making reference to minutes, the originator must highlight relevant section(s) in the minutes.

*For AA-T or AS-T: Briefly describe how discipline faculty determined whether to align the major requirements with the TMC.*

*Non-aligned TMC must describe in this section of the narrative the following:*

- *If a TMC exists but the proposal does not align with it, the narrative must state the reason the TMC is not the best preparation for the college's students who transfer to the CSU campus or if no TMC exists, the local degree provides lower-division major preparation for students who transfer to a specific major at CSU campuses offering that major*
- *The community college discipline faculty have consulted with CSU discipline faculty to confirm that the lower-division coursework provides preparation for the CSU major*

*In addition to describing the collaborative efforts, which may be based on an existing articulation agreement (pursuant to Ed. Code, § 66746(c)), a letter must be attached to the proposal from a CSU discipline chair or administrator that confirms collaboration with CSU faculty and assures both of the following:*

- *Locally-designated courses will provide lower-division major preparation*
- *Students will not be required to repeat a course that is similar to a specific course that counted toward the associate degree for transfer (pursuant to Ed. Code, § 66748(c))*

### **Criteria B. Need**

#### **5. Enrollment and Completer Projections**

The section includes enrollment (student headcount) data or a survey of prospective students and completer projections information.

Use a table format to provide enrollment data for all required existing courses for the last two semesters to validate the need for this program in the college service area. Include course title, course number, annual sections, and annual enrollment total.

A survey is rarely needed for a transfer program. In the case of a survey, the survey questionnaire, a description of the population surveyed, and survey results must be included.

For completer projections, include the number of anticipated program completers per year at the end of the second year and end of the fifth year of program operation.

CTE Goal: The enrollment and completer projections must be compared to the net job market, discussed in narrative item 8. Discussion of Labor Market Need or Job Availability. The data must demonstrate adequate demand for the estimated completers.

*For AA-T or AS-T: Not required.*

## 6. Place of Program in Curriculum/Similar Programs

This section must address the following:

- Does the program replace any existing program(s) on the college's inventory?
- What related programs are offered by the college?
- Will this new program fulfill a current need?
- Will there be courses in common shared by this program and another existing program?
- What enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?
- Will programs share resources?
- Explain how, if at all, this program makes a new or more productive use of existing resources and/or builds upon existing programs or services and establishes a new direction for the college.
- Provide relevant details if this program is related to the termination or scaling down of another program(s).

Before completing this section, review the college's existing program inventory online in the CCC Curriculum Inventory at <http://curriculum.cccco.edu>. The originator must specify any existing inventory entries that need to be removed or modified in connection with the approval of the program. If there are any questions, contact the Academic Affairs Division of the Chancellor's Office.

*For AA-T or AS-T: Identify the division or department the program will be located and the current program type division/department.*

## **7. Similar Programs at Other Colleges in Service Area**

The narrative must describe all similar programs offered by colleges **within commuting distance** of the college, commonly known as the “college service area.” A brief description of each program is required. Pages from other colleges' catalogs may be included as attachments to the proposal in the CCC Curriculum Inventory. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. In most instances, a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

If the proposed program has a different emphasis, targets a different market, demonstrates state-of-the-art offerings, or for a number of reasons will be a stronger program, documentation and/or explanation need to be provided.

The college needs to provide evidence that program originators have been in communication with faculty offering similar programs at other community colleges, as well as with transfer institutions (if applicable). The college also must demonstrate how such communication helped to design the proposed program.

When two or more colleges in the same region are seeking approval for new programs of a similar kind at or near the same time, evidence of collaboration is especially important. Generally, competition between districts is not an issue for transfer programs, nor is redundancy of offerings, since every college is presumed to have the right to offer a range of transfer majors. For transfer programs, the main reason for considering programs in neighboring colleges is to compare the program requirements.

*For AA-T or AS-T: Not required.*

## **8. Labor Market Information and Analysis (for CTE only)**

The Labor Market Information (LMI) system provides occupational demand data by county on established occupations, i.e., those that have Occupational Employment Statistics (OES) codes and that serve medium to large employers. The system also provides occupational supply data based upon actual or projected program outcomes. The LMI system is maintained by the state Employment Development Department (EDD) and is partially funded by community colleges to aid in their planning of programs and in their reporting upon outcomes. Statistics from LMI can be found online at <http://www.labormarketinfo.edd.ca.gov/>. The LMI division of EDD can be reached by telephone at (916) 262-2162. Assistance with LMI data can also be obtained from CTE specialists in the Chancellor's Office.

To use the website to search for labor market projections, choose the “Educators/Schools” link from the LMI home page. This page provides statewide and county job projections by Standard Occupational Classification (SOC) with cross-listing to the Taxonomy of Programs (TOP) code. The instructions for accessing the data are subject to change.

Pursuant to Education Code section 78015, LMI data are specifically required for new CTE program proposals, where available. Statewide or national data is not acceptable unless the applicant can show that career mobility in this occupation is common. The proposal must include projections from LMI for the most applicable SOC codes and geographical regions to be served by the program. If these projections do not suggest adequate job openings in the college service area to provide employment for all program completers, then the proposal must explain what other factors may justify the program and make the LMI figures misleading. If LMI figures are unavailable for the occupation targeted by the program, explain and provide other data that justifies the need for the proposed program.

Highlight the applicable lines for the program being proposed with a marker or another easily visible method on the printout of data from the LMI. Target the search for specific data and avoid including unneeded or irrelevant statistical printouts with the proposal. Title 5, section 55130, requires the college seeking approval of a new program to show “the relation of the proposed program to a job market analysis.” The job market analysis must present evidence that there is a viable job market that will preferentially hire those graduating with the proposed degree or certificate.

When a proposed program is in an emerging occupation, finding relevant regional or local data can be challenging. One source of data for emerging occupations is available from the Centers of Excellence, an initiative of the California Community Colleges Economic and Workforce Development Division. Through the website at <http://coecc.org>, individuals can access comprehensive reports on emerging occupations, called “Environmental Scans,” as well as information about requesting customized reports if no scan has been published. Do not attach the complete report to the proposal, but summarize the significance of the report’s findings to the college service area and use an appropriate format for citing the source so that Chancellor’s Office staff can refer to the entire report, if necessary.

*For AA-T or AS-T: Provide labor market projections for available jobs in the discipline in the college service area.*

## **Criteria C. Curriculum Standards**

### **14. Transfer Applicability (if applicable)**

For proposals that indicate transfer as a goal, ASSIST documentation is required to show that courses fulfill lower-division requirements for a specific baccalaureate major or prepare students in an area of emphasis for a major field of study for baccalaureate institutions.

For degrees that do not satisfy lower division transfer preparation, documentation must show that the required courses are accepted for general education and/or elective credit by more than one baccalaureate institution. Indicate to which specific baccalaureate institution for the proposed program may transfer.

### **Attachment Required: Course Outline of Record**

A course outline of record (COR) must be attached in the CCC Curriculum Inventory for **all** courses required of **all** students in the program. If the proposed program is for an area of emphasis, students may be required to complete a specified number of units (minimum of 18 semester or 27 quarter units) by completing courses from a list. A COR for general education courses is not required to be attached to the program proposal.

### **Attachment Required: Transfer Documentation** (if applicable)

Articulation Agreements are needed for proposals with the following program goals:

- Three Articulation Agreements – for Transfer only
- Two Articulation Agreements – for Transfer and CTE

*For AA-T or AS-T:*

*1) Complete and attach the TMC template for the major.*

*When a TMC is finalized, a template will be available, which will be uploaded as an attachment to the AA-T or AS-T degree proposal in the CCC Curriculum Inventory. The community college will complete the columns in the right half of the table to indicate which courses in the TMC have been adopted. The current list of approved TMC templates may be found online at <http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ApplicationsandForms/tabid/431/Default.aspx>.*

*It must be noted that some TMC patterns allow community colleges to include other courses not specifically indicated in the TMC. In the Psychology TMC template, for example, the college may designate in List B any course that has articulation as lower-division major preparation for the psychology major at a CSU. When the community college decides to include such a course, discipline faculty must consult with CSU discipline faculty to confirm that the course provides preparation for the CSU major. When selecting local courses in this situation, documentation of*

applicability to the major at the local CSU is required. The documentation may include the following, listed in order of preference:

- Assigned course identification (C-ID) designation or
- Assigned TCSU number or
- Appropriate report from ASSIST showing the required transferability status (e.g., CSU transferable, general education, or major preparation at CSU).

The TMC template will provide information about acceptable forms of documentation for articulated courses in each list of options for that major. The college will attach necessary documentation for the course to the AA-T or AS-T degree proposal in the CCC Curriculum Inventory.

2) Provide ASSIST articulation or transfer documentation (based on the TMC template requirements) for any course that does not have a C-ID descriptor to a CSU institution. ASSIST articulation information must be for the TMC major (not the course discipline) at a CSU institution. Articulation and transfer data can be downloaded from ASSIST website at <http://www.assist.org/web-assist/welcome.html>. ASSIST is the official online repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.

## **Criteria D. Adequate Resources**

### **15. Library and Learning Resources Plan**

Explain the determination of library and learning resources necessary to support the program as designed. Determining the needed resources should involve collaboration between the originating faculty and the library and learning resources staff. If new resources will need to be acquired, explain how the acquisition will be accomplished.

*For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.*

### **16. Facilities and Equipment Plan**

Describe the specific needs for facilities and equipment in this section. The originator should note what is already available, what is planned or in some stage of development, and what would need to be acquired after approval in order to implement the program. An estimate of the total cost of new facilities and equipment should be included.

Programs that require new facilities, major renovation to existing facilities, or an expenditure of over \$100,000 in district and state funds for equipment must submit an itemized matrix that details program costs and anticipated revenue (either public or private), both for the initial year of operation and in the near future years.

*For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.*

### **17. Financial Support Plan**

This section explains the adequacy and proposed sources of financial support both for the ordinary costs of instruction and for any special equipment and/or facilities needs as described in the preceding section.

The source of support for ordinary costs of instruction may be apportionment revenue under the district's growth cap or apportionment revenue redirected as a result of phasing out another program. In some cases, a new program may not generate any increased apportionment, if it is composed only of existing courses and does not add new courses.

Sources of support for facilities and equipment may include state capital outlay funding, instructional equipment grants, donations by industry, and funds from private sources/foundations.

Some new programs are developed with grants from various resources including the Fund for Instructional Improvement (FII), Economic Development, or other employer-based training or federal grants. Programs supported with these funds may have special requirements, depending on the source. Any such requirements need to be described.

*For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.*

## **18. Faculty Qualifications and Availability**

This section must clearly indicate that the program will be adequately staffed and managed by faculty who meet state minimum qualifications and who have adequate knowledge and experience in the program area. Resumes of the faculty who will be directing and teaching in the new program should be maintained locally in the program file at the college and not submitted with the proposal.

Discuss the balance of full-time and part-time instructors in the program. If new faculty will be needed, or if new training will be provided to faculty who are undertaking expanded or different responsibilities, an explanation should be provided regarding the additional costs and how the training will be provided. Courses in the program will have been assigned disciplines from the most current version of the "Minimum Qualifications for Faculty and Administrators in the California Community Colleges" (commonly known as the Disciplines List). The program must have at least one discipline from the Disciplines List included on the form. If a new discipline is required to teach courses in the program, the faculty may consult the state Academic Senate for the timeline and process to recommend that the new discipline be added to the Disciplines List.

*For AA-T or AS-T: Items 15-18 require a general statement. For example: No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.*

## **Criteria E. Compliance**

### **19. Based on Model Curriculum (if applicable)**

If the program design is based upon a model that has been developed for statewide or national use other than the TMC developed during the implementation of Education Code section 66746, refer to the model and, if possible, include a copy of the model or a summary of it. Explain any departures from the model to fit local circumstances or for other reasons.

The TMCs were developed collaboratively by intersegmental discipline faculty from the community colleges, CSU, and UC, so they are different from model curricula developed prior to 2010.

The Chancellor's Office requires that, in fields where model curriculum designs have been collaboratively developed and disseminated with broad consensus from representatives of the discipline and with the support of the Chancellor's Office, every new program proposal generally should incorporate the elements of the model curriculum. Collaborative development has been successful in many disciplines, including the public safety occupations of administration of justice, fire science, hazardous materials, and emergency medical services; in some health occupations, sometimes developed by national professional associations; in retail management with the support of the Western Association of Food Chains, Inc.; in California's insurance industry; and in child development/early childhood education.

*For AA-T or AS-T: Items 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this program. No additional student selection criteria are in place. This program complies with California Code of Regulations, title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.*

## **20. Licensing or Accreditation Standards**

The college should determine whether accrediting or licensing standards apply to the proposed program and include them, or a summary of them, in the proposal, together with information regarding the organizations or persons representing the accrediting or licensing body who may be contacted by the Chancellor's Office. As with model curriculum, any departures from the accrediting standards should be explained. The explanation should also clarify whether the college intends to function without programmatic accreditation in the area or expects to be accredited. Programmatic accreditation in CTE is not always mandatory. When transfer accreditation is optional in numerous fields, the proposal should discuss the college's intentions in this regard.

In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists, and the California Association of Alcohol and Drug Abuse Counselors certifies counselors in that field. In these cases, the Chancellor's Office expects that the proposal will specify whether the program will fully prepare completers for the recognized professional certification. If not, an explanation of why this is not considered necessary should be included.

*For AA-T or AS-T: Items 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this program. No additional student selection criteria are in place. This program complies with California Code of Regulations, title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.*

*If the degree is in a CTE discipline that has licensing, accreditation, or certification requirements the college must complete the requirements of this section.*

## **21. Student Selection and Fees**

Describe any entry criteria and the selection process for admission to the program, if the program is selective. Program admission or selection procedures should comply with the provisions of title 5, sections 55201 and 58106. In addition, all mandatory fees that students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee

prescribed in Education Code section 76300, should be specified. Fees for materials, insurance, travel, and/or uniforms need to be specified.

*For AA-T or AS-T: Items 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this program. No additional student selection criteria are in place. This program complies with California Code of Regulations, title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.*

## Signature Page

The proposed program title and name of the college at the top of this page must match the title at the top of the proposal's first page. If obtaining signatures in sequence is a problem in the time frame provided, photocopies of the signature page may be made, provided each copy shows the name of the proposed program. Signatures may then be obtained on separate copies as necessary. This procedure may be particularly useful in obtaining the signature of the chair of the Career Technical Education Regional Consortium when that person is at a different college.

Provide all signatures required and fill in all blanks. A date must be filled in for each signature, as well as a typed or printed name. Note that the second box of signatures and date of recommendation for approval by the Career Technical Education Regional Consortium must be filled in **for CTE only**. All programs that are categorized in TOP codes designated as vocational or CTE must be reviewed by the Career Technical Education Regional Consortium, except for when proposing an AS-T degree in a CTE discipline.

In the signature block for the superintendent or chancellor of the district, one of the two boxes must be checked. Either approval by the district governing board (with the date of board approval filled in), **or** approval by the superintendent/chancellor who approved the option under a delegation of authority is required.

## **Attachments Required**

Criteria C: Curriculum Standards

Course Outline of Record

Transfer Documentation (if applicable)

Signature Page


## CCC-511: Credit Program Nonsubstantial Change

This proposal is completed online via the CCC Curriculum Inventory. All attachments, including a scanned copy of the original signature page, will need to be attached to the proposal. The CCC Curriculum Inventory is accessible online at <http://curriculum.cccco.edu> to authorized users.

Refer to the *CCC Curriculum Inventory User Guide* for specific instructions on using the CCC Curriculum Inventory. Help icons are available on the electronic form to provide instructions for each field of the form.

**When to use this form:** The *CCC-511 Credit Program Nonsubstantial Change* form is used to submit minor changes to include a change in program status and to delete programs from the CCC Curriculum Inventory that are no longer offered at the college.

If the Chancellor's Office believes the requested change must have been submitted as a new or substantially modified program, it may request additional information from the college before making an approval decision.

CCC-511		<b>California Community Colleges</b>	Rev. Oct. 2007
		<b>Non-Substantial Changes to Approved Program or Change of Active-Inactive Status</b>	<b>Chancellor's Office Only</b> _____ Date Processed
College _____		Contact Person _____	
District _____		Phone # _____	
Date Form Submitted _____		E-mail _____	
_____ DATE	_____ SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	_____ TYPED OR PRINTED NAME	

**College and District:** Provide the college and district name.

**Contact Person:** The person designated as the proposal originator will be identified as the person most able to answer questions about the proposed program or, if necessary, able to gather responses from the Chief Instructional Officer, the curriculum committee chair, or the originating faculty member who designed the program. This field will automatically be populated with the originator's contact information in the CCC Curriculum Inventory, associated with the person's user name and password.

**Title, Phone Number, and E-mail Address:** This information is used for interim communications with the Chancellor's Office during the review process, such as requests for further information. Final action notifications are automatically generated by the CCC Curriculum Inventory. These notices are emailed to the Chief Instructional Officer and campus contact representatives.

**Signature, Chief Instructional Officer:** This original signature is required. This person takes responsibility for the quality and accuracy of the proposal when he/she signs the cover form. The signature sheet must be signed and scanned, then submitted as an attachment.

<b>If you select Option 1 or 2, complete fields A – K below:</b>	
<input type="checkbox"/> 1. Non-substantial change to previously approved program	
<input type="checkbox"/> 2. Change from INACTIVE to ACTIVE status.	Date Program Reactivated
<b>If you select Option 3 or 4, complete fields A, B &amp; C below:</b>	
<input type="checkbox"/> 3. Remove/Delete entry from current college program inventory	
<input type="checkbox"/> 4. Change from ACTIVE to INACTIVE status.	Date Program Last Offered
Briefly describe change/update:	

**Choose One Option:** There are two groups of options in this part of the proposal.

Note the instruction to complete all rows (**A-K**) in the table at the bottom of the proposal if Option 1 or Option 2 is selected. All other changes require only rows **A**, **B**, and **C** and the appropriate date when the program status changed from Inactive to Active, or vice versa, next to the option number and description below.

Choose **Option 1** if requesting a non-substantial change, such as:

- local title changes
- TOP code changes
- certificate unit changes
- degree unit changes
- degree type changes

Choose **Option 2** or **Option 4** to change a program status from Inactive to Active or from Active to Inactive status and enter the appropriate date in the space provided. When a program is inactive in the CCC Curriculum Inventory, the program does not appear in the inventory when it is accessed online, but the program still exists in the inventory for historical reference. The inactive program can be re-activated by submitting another *CCC-511* form within three years of the date the program was last offered.

Selecting **Option 3** will permanently delete the program from the inventory. The deleted program cannot be re-activated in the future, but it can be submitted for approval as a new program using the appropriate form.

In the space provided, briefly describe the change that is being requested. If additional space is needed, attach an additional page.

Before completing the table at the bottom of the page, review the college's existing program inventory. If a printed inventory cannot be obtained, view the inventory online at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>. Fill in all rows that apply to the existing program in order for the reviewer to identify the specific existing program that is being modified.

The detailed instructions for each row follow.

	<b>FIELDS</b>	<b>AS LISTED in CURRENT INVENTORY</b>	<b>AS REVISED</b> (fill in updated fields only)
<b>A</b>	Unique Code		
<b>B</b>	T.O.P. Code		
<b>C</b>	Local Title		
<b>D</b>	Certificate Units		
<b>E</b>	Degree Units		
<b>F</b>	Degree Type		
<b>G</b>	Year Approved		
<b>H</b>	Transfer Program		
<b>I</b>	Occupational Program		
<b>J</b>	Date Program Revised (month/year)		
<b>K</b>	Comments (as appears on inventory entry)		

**Row A:** Provide the Unique Code (Program Control Number) as it is listed in the CCC Curriculum Inventory. The unique code of the existing program may include more than one certificate and degree. Use a single form to request all changes to a single unique code. Complete multiple forms only when multiple unique codes need to be revised.

**Row B:** If a change of TOP code is requested, the college must explain why such a change is appropriate and why making such a change does not constitute a substantial change. Use an attachment or the space available above the table to provide an explanation. Usually, the TOP code must remain the same unless there has been a modification or addition to the available TOP codes that better fits the existing program. If the proposed TOP classification is within a different

four-digit TOP discipline, the *CCC-501 Proposal for Approval – New Credit Program* form must be used. If in doubt, check with the Chancellor's Office to be sure that the correct form is being used.

**Row C:** The Local Title must be entered as it appears on student records and transcripts. The revised title will be entered in the CCC Curriculum Inventory exactly as entered here, if space allows. Notations of "certificate" or "degree," however, will not be entered. For titles, the inventory has a limitation of 68 characters, including spaces and punctuation.

**Row D and Row E:** Changing the number of required units for a certificate or degree does not necessarily mean that the requested change is substantial or non-substantial. If the program goals and objectives are not changed, but the number of courses or specific required courses have been changed, a non-substantial change can be reported using this form. Provide the number of units required for the major or area of emphasis, including core courses and restricted electives. Do not include recommended electives, general education courses, or open electives.

If the number of certificate units is changing from fewer than 18 semester units or 27 quarter units to 18 or more (27 or more) units and the program has not been approved by the Chancellor's Office as a Certificate of Achievement, submittal of the certificate as a new credit program on either the *CCC-501* or *CCC-510* form is required. If a certificate of 12 or more semester units (18 or more quarter units) has been approved by the Chancellor's Office as a Certificate of Achievement, increasing the number of required units is non-substantial and can be reported on the *CCC-511* form.

**Row F:** Fill in "A" for the Associate in Arts degree type or "S" for Associate in Science. If changing the degree type, explain the difference in requirements in the space provided. If adding a new degree, one must submit the program using the *CCC-510 Substantial Changes to Approved Credit Program* form. The *CCC-511* cannot be used to add the AA-T or the AS-T designators to a program. A *CCC-510* must be used to modify an existing program to add these types of programs.

**Row G:** The Year Approved is listed on the CCC Curriculum Inventory. In the "As Revised" column, leave this field blank unless there is an error in the inventory that needs to be corrected. Explain this type of correction in the space provided and attach documentation, such as a page from a college catalog.

**Row H:** Fill in "yes" if preparation for transfer is one of the primary purposes of the program.

**Row I:** Make no mark if non-occupational; write "1" if occupational and not an apprenticeship; fill in "3" if both apprenticeship and occupational. This form may not be used to revise an apprenticeship. The form *CCC-300: Proposal for Approval–Credit or Noncredit Apprenticeship Program* is required for all new and revised apprenticeships.

**Row J:** Provide the month and year when the proposed change or changes were approved by the college curriculum committee. In most districts, revised programs are not subject to approval of the local governing board so the board approval date is not required.

**Row K:** The CCC Curriculum Inventory contains a field for comments that were entered when the program was approved or last revised. The college can add, revise, or delete the comments by entering new text, which will be entered into the comments for this program in the CCC Curriculum Inventory. Attach additional pages, if necessary.

## **Attachments Required**

Criteria A. Appropriateness to Mission

Catalog Description

Program Requirements

Criteria C. Curriculum Standards

Course Outline of Record(s)

Signature Page

## CCC-530: New Credit Course

This proposal is completed online via the CCC Curriculum Inventory. All attachments, including a scanned copy of the original signature page, will need to be attached to the proposal. The CCC Curriculum Inventory is accessible at <http://curriculum.cccco.edu> to authorized users.

Refer to the *CCC Curriculum Inventory User Guide* for specific instructions on using the CCC Curriculum Inventory. Help icons are available on the electronic form to provide instructions for each field of the form.

**When to use this form:** The *CCC-530 New Credit Course* is used to submit a new credit course.

CCC-530	Rev. Nov. 2008
Application Date	 <b>California Community Colleges</b>
<b>APPLICATION FOR APPROVAL—NEW CREDIT COURSE</b>	
COLLEGE	CONTACT PERSON
DISTRICT	TITLE
<b>THIS COURSE, AS PROPOSED, WILL BE APPROVED AS:</b>	PHONE NUMBER
<input checked="" type="checkbox"/> Stand-alone Credit Course [CB24]	E-MAIL ADDRESS

**College and District:** Provide the college and district name.

**Contact Person:** The person designated as the proposal originator will be identified as the person most able to answer questions about the proposed program or, if necessary, able to gather responses from the Chief Instructional Officer, the curriculum committee chair, or the originating faculty member who designed the program. This field will automatically be populated with the originator's contact information in the CCC Curriculum Inventory, associated with the person's user name and password.

**Title, Phone Number, and E-mail Address:** This information is used for interim communications with the Chancellor's Office during the review process, such as requests for further information. Final action notifications are automatically generated by the CCC Curriculum Inventory. These notices are emailed to the Chief Instructional Officer and campus contact representatives.

**Stand-alone Credit Course Status (CB24):** Data element indicates whether or not a course is part of an approved educational program. This data are used when reporting to the Chancellor's Office Management Information Systems (MIS). Items on the proposal that are marked with [CBXX] refer to the MIS Course Basic Data Elements in the Data Element Dictionary. The MIS Data Elements required for the CCC-530 proposal are listed in Table 5 below.

**Table 7. MIS Data Element Dictionary with Examples**

DED #	Data Element Name	Values / Examples
CB01	Course Department and Number	Example: ENGL100
CB02	Course Title	Limited to 68 characters, including punctuation and spaces
CB03	Course TOP Code	Format: xxxxxx Examples: 010300; 490310
CB04	Course Credit Status	D = Credit - Degree Applicable C = Credit - Not Degree Applicable
CB05	Course Transfer Status	A = Transferable to both UC and CSU B = Transferable to CSU only C = Not transferable
CB06	Maximum Course Units	The maximum number of units of academic credit a student may earn from enrolling in a single section of this course. Example: 03.50; 04.00
CB07	Minimum Course Units	The minimum number of units of academic credit a student may earn from enrolling in a single section of this course. This value must be greater than zero. Example: 00.50; 01.00
CB08	Course Basic Skills Status	B = Yes N = No
CB09	Course SAM Priority Code	A = Apprenticeship B = Advanced Occupational C = Clearly Occupational D = Possibly Occupational E = Non-occupational
CB10	Course Cooperative Work Experience Education Status	N = Is not part of a cooperative work experience education program C = Is part of a cooperative work experience education program
CB11	Course Classification Code	<u>Credit:</u> Y = Credit Course <u>Noncredit:</u> J = Workforce Preparation Enhanced Funding K = Other Noncredit Enhanced Funding L = Non-Enhanced Funding

<b>CB13</b>	Course Special Class Status	S = Yes N = No
<b>CB21</b>	Course Prior to College Level	A = English, writing, ESL, reading, or mathematics course one level below the transferable level of a corresponding English, writing, ESL, reading, or mathematics course. B = English, writing, ESL, reading, or mathematics course two levels below the transferable level of a corresponding English, writing, ESL, reading, or mathematics course. C = English, writing, ESL, reading, or mathematics course three levels below the transferable level of a corresponding English, writing, ESL, reading, or mathematics course. Y = Not applicable
<b>CB23</b>	Funding Agency Category	A = This course was primarily developed using Economic Development funds. B = This course was partially developed using Economic Development funds. (Economic Development funds exceed 40% of total development costs). Y = Not Applicable
<b>CB24</b>	Course Program Status	1 = Program-applicable 2 = Stand-alone

### **Catalog Description**

The catalog description briefly conveys the content of the course. Refer to title 5 section 55002 and the ASCCC document titled “The Course Outline of Record: A Curriculum Reference Guide” available at [www.asccc.org](http://www.asccc.org) for more information on catalog descriptions.

### **Justification for Need**

Provide a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines.

## **Attachments Required**

Criteria C. Curriculum Standards

Course Outline of Record

Signature Page

## CCC-580: Modification to an Approved Credit Course

This proposal is completed online via the CCC Curriculum Inventory. All attachments, including a scanned copy of the original signature page, will need to be attached to the proposal. The CCC Curriculum Inventory is accessible at <http://curriculum.cccco.edu> to authorized users.

Refer to the *CCC Curriculum Inventory User Guide* for specific instructions on using the CCC Curriculum Inventory. Help icons are available on the electronic form to provide instructions for each field of the form.

**When to use this form:** The *CCC-580 Modification to an Approved Credit Course* is used to submit minor changes to a credit course.

The screenshot shows the top portion of the CCC-580 form. At the top left is the text 'CCC-580' with a help icon. In the center is the California Community Colleges logo and the title 'California Community Colleges' followed by 'Modifications to Approved Credit Course'. At the top right is the date 'August 2010'. Below the title are several input fields: 'College', 'District', 'Date Form Submitted', 'Contact Person', 'Phone #', and 'E-mail'. Each field has a help icon and a right-pointing arrow. Below the input fields is a section titled 'Check one of the boxes below to indicate the type of change.' followed by four radio button options: 'This change is a correction to a value previously reported. Course outline of record has not changed.', 'Course outline of record has changed. New course control number [CB00] may be assigned when data elements marked with \* are changed. Error messages will notify you when a new control number will be necessary.', 'Change course status from ACTIVE to INACTIVE status.', 'Change course status from INACTIVE to ACTIVE status.', and 'Remove/Delete course from current college inventory.'

**College and District:** Provide the college and district name.

**Contact Person:** The person designated as the proposal originator will be identified as the person most able to answer questions about the proposed program or, if necessary, able to gather responses from the Chief Instructional Officer, the curriculum committee chair, or the originating faculty member who designed the program. This field will automatically be populated with the originator's contact information in the CCC Curriculum Inventory, associated with the person's user name and password.

**Title, Phone Number, and E-mail Address:** This information is used for interim communications with the Chancellor's Office during the review process, such as requests for further information. Final action notifications are automatically generated by the CCC Curriculum Inventory. These notices are emailed to the Chief Instructional Officer and campus contact representatives.

**Change Type:** Reason for/justification for the course modification.

**Certification:** The college must confirm the following:

- Appropriate approval was obtained at the college and district authorizing this course modification, and
- This authorized course modification reconciles with the college's MIS data elements as reported to the Chancellor's Office.

DATA ELEMENT	DESCRIPTION	AS LISTED in CURRENT INVENTORY	AS REVISED (fill in updated field: only)
CB00	Course Control Number	00000217679	
CB01	Course discipline and number		
CB02	Course title	BU0-205	BU0-205
CB03 *	Course T.O.P. code	051400	050970
CB04 *	Course Credit Status	D	D
CB05	Course Transfer Status		C
CB06 *	Maximum Course Units	2.00	2.00
CB07 *	Minimum Course Units	2.00	2.00
CB08 *	Course Basic Skills Status	N	N
CB09 *	Course SAM Priority Code	B	C
CB10	Course Cooperative Work Experience Education Status		N
CB11	Course Classification Status		G
CB13	Course Special Class Status		N
CB21 *	Prior to College Level	Y	Y
CB22 *	Noncredit eligibility category	Y	Default: Y = not applicable
CB23 *	Funding Agency Category	Y	Y
CB24	Course Program Status		I
For program-applicable courses only, please identify <b>one</b> program for which this course is applicable:			
SP01	Program TOP Code		
SP04	Program Confirmation Number		
	Program/Certificate Title:		

Course Description: Please provide the current course description as it appears in the college catalog.

Test Test Test Test

## **Attachments Required**


Criteria C. Curriculum Standards  
Course Outline of Record  
Signature Page

## CCC-300: Application for Approval Credit or Noncredit Apprenticeship Program

This proposal is completed online via the CCC Curriculum Inventory. All attachments, including a scanned copy of the original signature page, will need to be attached to the proposal. The CCC Curriculum Inventory is accessible at <http://curriculum.cccco.edu> to authorized users.

Refer to the *CCC Curriculum Inventory User Guide* for specific instructions on using the CCC Curriculum Inventory. Help icons are available on the electronic form to provide instructions for each field of the form.

**When to use this form:** The *CCC-300 Application for Approval Credit Noncredit Apprenticeship Program* form is used to submit a new apprenticeship proposal.

CCC300		
 <b>California Community Colleges</b> <b>APPLICATION FOR APPROVAL CREDIT OR NONCREDIT</b> <b>APPRENTICESHIP PROGRAM</b>		
DATE	CONTACT PERSON	
COLLEGE	PHONE NUMBER	
DISTRICT	E-MAIL ADDRESS	
PROPOSED PROGRAM TITLE:	CONTACT PERSON:	
COLLEGE:	TITLE:	
DISTRICT:	PHONE NUMBER:	
PROJECTED START DATE:	resetUnits(); E-MAIL	
PROGRAM TRANSFER:	ADDRESS:	
PREVIOUS LOCATION		
N/A		
EMPLOYER OR JAC SPONSORING APPRENTICESHIP:		
TYPE OF COURSES:		
TYPE OF PROGRAM (SELECT ONLY ONE):		
CERTIFICATE OF ACHIEVEMENT:		

**College** and **District:** Provide the college and district name.

**Contact Person:** The person designated as the proposal originator will be identified as the person most able to answer questions about the proposed program or, if necessary, able to gather responses from the Chief Instructional Officer, the curriculum committee chair, or the originating faculty member who designed the program. This field will automatically be populated with the originator's contact information in the CCC Curriculum Inventory, associated with the person's user name and password.

**Title, Phone Number and E-mail Address:** This information is used for interim communications with the Chancellor's Office during the review process, such as requests for further information. Final action notifications are automatically generated by the CCC Curriculum Inventory. These notices are emailed to the Chief Instructional Officer and campus contact representatives.

## Planning Summary

**College and District:** Identify the college and district for the proposed program.

**Projected Start Date:** Enter the projected term for commencement of the program.

**Program Transfer:** Indicate if the proposed program is transferable.

**Previous Location:** If applicable, enter the previous location of proposed program.

**Employer of Joint Apprenticeship Committee (JAC) Sponsoring Apprenticeship:** Enter the Employer or JAC Sponsor information, including name, address, telephone number, and site contact person information.

**Type of Courses:** Indicate the type of courses (credit or noncredit) included in the proposed program.

**Award Type:** Indicate appropriate award type.

**Hours of Related Supplemental Instruction (RSI):** Enter the estimated RSI for the first three years of the proposed program.

## Development Criteria Narrative and Documentation

### ***Criteria A. Appropriateness to Mission***

#### **1. Statement of Program Goals and Objectives**

A statement must be submitted that defines the goal(s) of the proposed program. On the basis of the program goals, objectives appropriate to these goals, and a program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the community colleges.

CTE Goal: The objectives of the program must include the main competencies students will have achieved that are required for a specific occupation. This statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) that the program will prepare students to enter and the basic occupational competencies students will acquire.

Transfer Goal: The stated goal of the program must include (but need not be limited to) the preparation of students for one or more baccalaureate majors. Courses required in the program are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions to which students will be able to transfer upon completion.

Other Goal: Explain in detail how this program conforms to the community college mission. Describe how this program embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study.

The proposal's statement of goal(s) and objectives serves to define the program over time. The goal statement is one of the major factors in determining whether changes to the program are "substantial modifications" for Chancellor's Office approval purposes.

## 2. Catalog Description

The catalog description of the proposed program must be entered exactly as it will appear in the catalog. This description must be consistent with the rest of the proposal, convey the program's goal(s) and objectives, and suggest how they differ from the goals and objectives of other programs. The description must convey also what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented. List all prerequisite skills or enrollment limitations.

The catalog description for an associate degree must provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes).

CTE Goal: List the potential careers.

Transfer Goal: Appropriate baccalaureate major or related majors must be identified. Proper explanation and documentation must be provided in the narrative item. 14 Transfer Applicability. Where job market data or other factors are documented in the proposal, suggest some caveats of which students must be aware. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.

## 3. Program Requirements

The program requirements must be consistent with the catalog description. The number of units, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor's Office will rely heavily on the educational judgment of local discipline faculty and curriculum committees in regard to the appropriateness of program requirements.

Display the program requirements in a table format that includes all courses required for completion of the program (core requirements, required or restricted electives, other requirements), subtotal of core units, general education pattern(s) (local, CSU-GE-Breadth, or IGETC), number of units for each pattern, and total program units. For each course, indicate the course number, course title, and unit value.

For all degree programs, documentation may be one of the following:

- A college's overall general education requirements for a degree of this type, such as a photocopy of requirements from the catalog; or
- Required general education categories (including number of units required) with specific recommendations for appropriate general education course choices for students in this program.

For all associate degrees, the courses designated for the program must, collectively, be sufficient to enable students to fulfill the program goals and meet the program objectives. Courses must be required that will address the college level communication and analytic skills necessary for success in a transfer program or that will generally enable graduating students to participate as full team members in a company, maintain currency in rapidly changing fields, and/or advance in selected occupations over a lifetime.

CTE Goal: The set of requirements for a CTE program must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee's recommendation, then the college must explain its departure from those recommendations.

Transfer Goal: Students must be advised to complete the CSU-GE-Breadth or IGETC pattern. Unless the major requires a high number of units, students who intend to transfer must not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer.

#### **4. Background and Rationale**

This section provides a context for reviewers at a general conceptual level. This section explains what role the proposed program will fulfill in the curriculum (given the stated goals and objectives), may include some history of how the program proposal came about, describes what is different about the program and its importance, and tells why the program is especially appropriate for the region and for the college including reference(s) to appropriate community support.

These explanations must be related to the college mission and the overall educational plan for the college, other new program developments, and any specific needs of that community. This section may be used to justify program objectives or the inclusion of a given course as a requirement.

Describe any special considerations and make a case for a program that justifies the use of alternative documentation if the usual documentation may be misleading, inconclusive, or simply not obtainable.

The college does not need to repeat information covered elsewhere in the proposal, as long as the originator includes a cross-reference to a page number or section number. When making reference to minutes, the originator must highlight relevant section(s) in the minutes.

## **Criteria B. Need**

### **6. Place of Program in Curriculum/Similar Programs**

This section must address the following:

- Does the program replace any existing program(s) on the college's inventory?
- What related programs are offered by the college?
- Will this new program fulfill a current need?
- Will there be courses in common shared by this program and another existing program?
- What enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?
- Will programs share resources?
- Explain how, if at all, this program makes new or more productive use of existing resources and/or builds upon existing programs or services and establishes a new direction for the college.
- Provide relevant details if this program is related to the termination or scaling down of another program(s).

Before completing this section, review the college's existing program inventory online in the CCC Curriculum Inventory at <http://curriculum.cccco.edu>. The originator must specify any existing inventory entries that need to be removed or modified in connection with the approval of the program. If there are any questions, contact the Academic Affairs Division of the Chancellor's Office.

### **8. Labor Market Information and Analysis (for CTE only)**

#### **Attachment Required: Labor/Job Market Data**

The Labor Market Information (LMI) system provides occupational demand data by county on established occupations, i.e., those that have Occupational Employment Statistics (OES) codes and that serve medium to large employers. The system also provides occupational supply data based upon actual or projected program outcomes. The LMI system is maintained by the state Employment Development Department (EDD) and is partially funded by community colleges to aid in their planning of programs and in their reporting upon outcomes. Statistics from LMI can be found online at <http://www.labormarketinfo.edd.ca.gov/>. The LMI division of EDD can be reached by telephone at (916) 262-2162. Assistance with LMI data can also be obtained from CTE specialists in the Chancellor's Office.

To use the website to search for labor market projections, choose the “Educators/Schools” link from the LMI home page. This page provides statewide and county job projections by Standard Occupational Classification (SOC) with cross-listing to the Taxonomy of Programs (TOP) code. The instructions for accessing the data are subject to change.

Pursuant to Education Code section 78015, LMI data are specifically required for new CTE program proposals, where available. Statewide or national data is not acceptable unless the applicant can show that career mobility in this occupation is common. The proposal must include projections from LMI for the most applicable SOC codes and geographical regions to be served by the program. If these projections do not suggest adequate job openings in the college service area to provide employment for all program completers, then the proposal must explain what other factors may justify the program and make the LMI figures misleading. If LMI figures are unavailable for the occupation targeted by the program, explain and provide other data that justifies the need for the proposed program.

Highlight the applicable lines for the program being proposed with a marker or another easily visible method on the printout of data from the LMI. Target the search for specific data and avoid including unneeded or irrelevant statistical printouts with the proposal. Title 5, section 55130, requires the college seeking approval of a new program to show “the relation of the proposed program to a job market analysis.” The job market analysis must present evidence that there is a viable job market that will preferentially hire those graduating with the proposed degree or certificate.

When a proposed program is in an emerging occupation, finding relevant regional or local data can be challenging. One source of data for emerging occupations is available from the Centers of Excellence, an initiative of the California Community Colleges Economic and Workforce Development Division. Through the website at <http://coecc.org>, individuals can access comprehensive reports on emerging occupations, called “Environmental Scans,” as well as information about requesting customized reports if no scan has been published. Do not attach the complete report to the proposal, but summarize the significance of the report’s findings to the college service area and use an appropriate format for citing the source so that Chancellor’s Office staff can refer to the entire report, if necessary.

## **9. Employer Survey (for CTE only)**

### **Attachment Required: Employer Survey**

In this section provide a copy of the survey, including the number of those surveyed, the number of responses, and a summary of the results.

Program proposals will be evaluated in light of the data regarding expected job openings within the next five years and the number of students that will complete the program per year. Take into account the number of completers in similar programs at other institutions within the geographical region. Chancellor's Office staff regularly refers to the data mart, available on the Chancellor's Office website, to confirm the number of completers in a particular discipline.

When strong data on local employment are not available, a survey of prospective employers in the geographic region within which students will be seeking employment must ordinarily be included. If an employer survey is found to be either impracticable or unnecessary, an explanation must be provided as well as other evidence of job availability.

If a survey is conducted, it must address the extent to which the proposed degree or certificate, with its stated objectives and proposed courses, will be valued by prospective employers. The questionnaire/survey must convey as much information as possible regarding the intended program design, proposed equipment, facilities, work experience included, and/or faculty qualifications. The survey can then be used to determine whether the employer would preferentially hire someone with such a degree or certificate over someone without it, other things being equal.

When reporting survey results, it is important to address the following:

- When the survey was taken and by what methodology (mail, telephone)
- How many employers were surveyed and how many responded
- The specific title(s) of the jobs covered by the survey
- How many openings the employer anticipates, due to separations and new jobs (growth), in the next full year and over the next five years
- Whether the employer believes the program as described would qualify students for the specific positions
- Whether the employer would preferentially hire students who have completed the program

Letters of support from businesses in the college's service area are sometimes included with a proposal. Such letters are especially important if it has not been feasible to conduct an employer survey. The most useful letters of support are specific, rather than general, and are from actual employers who will hire the program completers. An effective letter of support must specify that the

employer is familiar with the proposed program, needs the program completers, and intends to hire them. If possible, the letter must indicate the approximate number of program completers that the company anticipates hiring per year.

Other evidence of job market need may be included if available. If an employer survey has not been conducted, other materials may be provided in lieu of a survey or in addition to an employer survey. Examples of other evidence of need include job advertisements or listings, regional economic studies, and industry trend studies.

#### **10. Explanation of Employer Relationship (for CTE only)**

Whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer's facilities may be used to provide the training, or the program may be structured to meet the training needs of a specific employer. The originator must include an explanation of how the open enrollment requirements for California community college courses (Cal. Code Regs., tit. 5, § 51006 and §§ 58100–58108) will be observed in this context.

Minutes of the advisory committee meetings at which the program was discussed and approved must be included. Highlight the approval action in the minutes. Minutes of other meetings, such as curriculum committee meetings, may also be included if they reflect relevant discussion. Meeting minutes must include the date and place of the meeting and names of all who attended.

For CTE Goal: Include the minutes of the Career Technical Education Regional Consortium meeting(s) at which the program was discussed and approved. Highlight the approval action in the minutes. Highlight portions of the minutes that deal with substantive issues of program need, objectives, design, and resource requirements. Suggestions included in the minutes, questions or concerns that were raised, and decisions noted must be specifically addressed in the proposal.

### **Criteria C. Curriculum Standards**

#### **14. Transfer Applicability (if applicable)**

For proposals that indicate transfer as a goal, ASSIST documentation is required to show that courses fulfill lower-division requirements for a specific baccalaureate major or prepare students in an area of emphasis for a major field of study for baccalaureate institutions.

For degrees that do not satisfy lower division transfer preparation, documentation must show that the required courses are accepted for general education and/or elective credit by more than one baccalaureate institution. Indicate to which specific baccalaureate institution for the proposed program may transfer.

#### **Attachment Required: Course Outline of Record**

A course outline of record (COR) must be attached in the CCC Curriculum Inventory for **all** courses required of **all** students in the program. If the proposed program is for an area of emphasis, students may be required to complete a specified number of units (minimum of 18 semester or 27 quarter units) by completing courses from a list. A COR for general education courses are not required to be attached to the program proposal.

## **Attachments Required**

Criteria B. Need

Labor/Job Market Data (CTE only)

Employer Survey (CTE only)

Criteria C. Curriculum Standards

Course Outline(s) of Record

## Section 3: Noncredit Curriculum

---

**Section 3: Noncredit Curriculum** describes the standards and criteria for noncredit program and course development, approval procedures for noncredit programs and courses, and instructions for completing applications for approval of noncredit programs and courses by the Chancellor's Office.

Noncredit instruction is one of several educational options authorized by the California Education Code to be offered within the California Community Colleges. Students are offered access to a variety of courses at no cost to assist them in reaching their personal, academic, and professional goals. Currently, 10 categories of noncredit courses are eligible for state funding and are listed below. Noncredit courses often serve as a first point of entry for those who are underserved, as well as a transition point to prepare students for credit instruction. Noncredit instruction is especially important for students who are the first in their family to attend college, for those who are underprepared for college-level coursework, and for those who are not native English speakers, among others.

The California Community Colleges Chancellor's Office website provides links to resources that can assist with the development of noncredit courses and programs as required by the California Education Code and applicable portions of the California Code of Regulations (referred to as title 5 in this text). This section draws information from several publications and sources, which can be found in the noncredit section of the Academic Affairs website at <http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/Noncredit/tabid/531/Default.aspx>.

## Noncredit Courses

Chancellor’s Office approval is required for all noncredit courses that receive state funds.

The Academic Senate Curriculum Committee for California Community Colleges prepared a document that can be useful to curriculum committees in carrying out their responsibilities for course development and approval. In 2008, the Academic Senate Paper titled “The Course Outline of Record: A Curriculum Reference Guide” was published and can be downloaded from the Academic Senate for California Community Colleges (ASCCC) website at <http://www.asccc.org>.

## MIS Data Element Dictionary—Course Basic Record

Appropriately coding data related to noncredit courses during the course development process is essential to properly tracking, reporting and funding these courses. Information about the “Course Basic” (CB) data elements and the complete Data Element Dictionary (DED), can be found on the Chancellor’s Office website at under the Management Information Systems (MIS) division (<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DED/CourseDataElements/tabid/267/Default.aspx>).

The following CB data elements as they relate to noncredit courses are summarized in the table below. The table lists course-applicable data elements with values and/or examples in bold that should assist in completing the noncredit course proposals correctly.

**Table 8. MIS Data Elements for Courses - Noncredit**

DED #	Data Element Name	Values / Examples (Bold options are available for Noncredit courses)
<b>CB01</b>	Course Department and Number	Example: ENGL100
<b>CB02</b>	Course Title	Limited to 68 characters, including punctuation and spaces
<b>CB03</b>	Course TOP code – This refers to the Taxonomy of Program (TOP) code assigned to each course or program. The TOP manual can be found on the Chancellor’s Office website at <a href="http://www.cccco.edu/Portals/4/AA/TopTax6_rev0909.pdf">http://www.cccco.edu/Portals/4/AA/TopTax6_rev0909.pdf</a>	Format: xxxxxx (no decimal) Examples: 010300; 490310 <b>Related to CB22</b>
<b>CB04</b>	Course Credit Status	D = Credit - Degree Applicable C = Credit - Not Degree Applicable <b>N = Noncredit</b>

<b>CB05</b>	Course Transfer Status	A = Transferable to both UC and CSU B = Transferable to CSU only <b>C = Not transferable (Always noncredit)</b>
<b>CB06</b>	Maximum Course Units	Credit only. The maximum number of units of academic credit a student may earn from enrolling in a single section of this course.
<b>CB07</b>	Minimum Course Units	Credit only. The minimum number of units of academic credit a student may earn from enrolling in a single section of this course.
<b>CB08</b>	Course Basic Skills Status	<b>B = Is a basic skills course</b> <b>N = Is not a basic skills course</b> B or N = If CB22 is A, C, or J N = If CB22 is B, D, E, F, G, H, or I
<b>CB09</b>	Course SAM Priority Code	<b>A = Apprenticeship</b> <b>B = Advanced Occupational (Perkins)</b> <b>C = Clearly Occupational (Perkins)</b> <b>D = Possibly Occupational (Perkins)</b> <b>E = Non-occupational</b>
<b>CB10</b>	Course Cooperative Work Experience Education Status	<b>N = Is not part of a cooperative work experience education program. (Always Noncredit until a new policy is written).</b> C = Is part of a cooperative work experience education program.
<b>CB11</b>	Course Classification Code This section identifies courses eligible for enhanced funding. Noncredit courses will have a code of J or K if they are part of part of an approved Career Development and College Preparation Program described in more detail under noncredit programs. Courses that are not part of a program must use the value of "L" until the program is approved	<u>Credit:</u> Y = Credit Course <u>Noncredit:</u> <b>J = Workforce Preparation Enhanced Funding</b> <b>K = Other Noncredit Enhanced Funding</b> <b>L = Non-Enhanced Funding</b>
<b>CB12</b>	Course Repeatability	[Not applicable for noncredit]

<b>CB13</b>	<p>Course Special Class Status Indicates whether the course is an “approved special class” according to the provisions of title 5, section 56028 (Disabled Student Programs and Services)</p>	<p>S = Is a special class for disabled students N = Not a special class</p>
<b>CB21</b>	<p>Course Prior to College Level Note: Basic skills courses may be coded A–H, and in some cases Y, but non-basic skills courses are usually Y. Refer to CB21 in the Data Element Dictionary for rubrics.</p>	<p><b>Y = Not applicable</b> <b>A = One level below transfer</b> <b>B = Two levels below transfer</b> <b>C = Three levels below transfer</b> <b>D = Four levels below transfer</b> <b>E = Five levels below transfer</b> <b>F = Six levels below transfer</b> <b>G = Seven levels below transfer</b> <b>H = Eight levels below transfer</b></p>
<b>CB22</b>	<p>Noncredit Category – These 10 categories of noncredit courses are eligible for state apportionment as noted above Related to CB03 and CB08 Courses in three of these categories—A, C, and J—may be eligible for enhanced funding when part of an approved Career Development and College Preparation Program described in more detail under noncredit programs.</p>	<p><u>Credit:</u> Y = Not applicable; credit course <u>Noncredit:</u> <b>A = English as a Second Language</b> <b>B = Immigrant Education</b> <b>C = Elementary and Secondary Basic Skills</b> <b>D = Health and Safety Education</b> <b>E = Education Programs for Persons with Substantial Disabilities</b> <b>F = Parenting Education</b> <b>G = Family and Consumer Sciences</b> <b>H = Education Programs for Older Adults</b> <b>I = Short-term Vocational Programs with High Employment Potential</b> <b>J = Workforce Preparation</b></p>
<b>CB23</b>	<p>Funding Agency Category</p>	<p>A = This course was primarily developed using Economic Development funds. B = This course was partially developed using Economic Development funds. (Economic Development funds exceed 40% of total development costs). Y = Not Applicable</p>
<b>CB24</b>	<p>Course Program Status</p>	<p>1 = Program-applicable</p>

2 = Stand-alone

## Noncredit Categories Eligible for Apportionment

The 10 noncredit categories (CB22) classify a noncredit course in accordance with its primary objective. The classifications of noncredit courses are eligible for state apportionment in accordance with Education Code sections 84757(a) and 84760.5, and title 5, section 58160. The following table shows the appropriate CB22 and the applicable TOP codes for each, as described in the *Taxonomy of Program Manual* on the Chancellor's Office website ([http://www.cccco.edu/Portals/4/AA/TopTax6\\_rev0909.pdf](http://www.cccco.edu/Portals/4/AA/TopTax6_rev0909.pdf)).

**Table 9. Noncredit Categories (CB22) and Valid TOP Codes**

CB22 Code	Noncredit Eligibility Category	Valid TOP Codes
	<b>ESL (English as a Second Language)</b>	
	Consists of a course, a course of study, or an organized sequence of courses to provide instruction in the English language to adult, non-native English speakers with varied academic, vocational, and personal goals.	493084
A	English as a Second Language provides instruction primarily in, but not limited to, the areas of listening, speaking, reading, and writing, and may integrate other areas such as computer literacy, cultural competency, SCANS competency, study skills, vocational skills, and life skills. Based upon student goals, noncredit English as a Second Language (ESL) provides pathways to a variety of academic, career-technical, and personal growth opportunities.	493085 493086 493087 493100
	<b>Immigrant Education</b>	
B	Immigrant Education consists of a course, a course of study, or an organized sequence of courses specifically designed to provide immigrants and their families with the opportunity to become active and participating members of economic and civic society, and may include preparation for citizenship.	220120 220500 220700 493090
	<b>Elementary and Secondary Basic Skills*</b>	150100
	Basic skills consist of a course, a course of study, or an organized sequence of courses to provide instruction for individuals in elementary- and secondary-level reading, writing, computation, and problem-solving skills in order to assist them in achieving their academic, vocational, and personal goals. Elementary-level is generally recognized to mean that, where appropriate, the coursework addresses the content and	152000
C	proficiencies at levels through the 8th grade. Secondary-level is generally recognized to mean that the coursework addresses the content and	170100 170200#
	proficiencies at levels through the 12th grade and may incorporate a high	493009 493014# 493030# 493031#

school diploma. Based on community needs, a college can develop an Adult High School Diploma Program. 493032#  
 Supplemental instruction, which includes supervised tutoring and learning assistance, is also authorized under this heading. Learning assistance 493033#  
 can be a required component of another course for all students in that 493060  
 course (Cal. Code Regs., tit. 5, § 58172), or the learning assistance may 493062  
 be optional and is provided through an open-entry/open-exit course,  
 which is intended to strengthen student skills and reinforce student  
 mastery of concepts taught in another course or courses (Cal. Code  
 Regs., tit. 5, § 58164).  
 Supervised tutoring, as addressed in title 5, sections 58168 and 58170,  
 must be provided only in noncredit courses with the title “Supervised  
 Tutoring” that are designated with the TOP code 493009. More than one  
 supervised tutoring course may be developed and offered in specific  
 disciplines—such as mathematics skills for construction trades, writing  
 skills for business management, or reading comprehension in support of  
 history courses—but they cannot be designed for a specific course  
 or courses.  
**\*NOTE: Not all TOP codes in this category are remedial. The TOP  
 codes marked with a # may not be coded as “B” Basic Skills (CB08)**

	<b>Health and Safety</b>	083510
	Health and safety consists of a course, a course of study, or an organized	083570
D	sequence of courses specifically designed to offer lifelong education to	083580
	promote the health, safety, and well-being of individuals, families,	083700
	and communities.	089900
		129900
	<b>Substantial Disabilities</b>	
	Education programs for persons with substantial disabilities consist of a	
E	course, a course of study, or an organized sequence of courses	<b>ANY</b>
	specifically designed to provide individuals with life-skill proficiencies that	<b>TOP code</b>
	are essential to the fulfillment of academic, vocational, and	
	personal goals.	
	<b>Parenting</b>	
	Parenting education consists of a course, a course of study, or an	130500-
F	organized sequence of courses specifically designed to offer lifelong	130590
	education in parenting (parent and child relationships, parent cooperative	130800
	preschools), child growth and development, and family relations in order	
	to enhance the quality of home, family, career, and community life.	

G	<p><b>Home Economics</b></p> <p>Family and Consumer Sciences consist of a course, a course of study, or an organized sequence of courses specifically designed to offer lifelong education to enhance the quality of home, family, career, and community life. This area of instruction is designed to provide educational opportunities that respond to human needs in preparing individuals for employment, degree/certificate credit parenting programs, consumer decision-making, and lifelong learning.</p>	130100- 139900
H	<p><b>Courses for Older Adults</b></p> <p>Older adult education consists of a course, a course of study, or an organized sequence of courses specifically designed to offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency.</p>	<b>ANY TOP code</b>
I	<p><b>Short-term Vocational</b></p> <p>Short-term vocational programs with high employment potential consist of a course of study or an organized sequence of courses leading to a vocational/career technical objective, certificate, or award that prepares students for immediate employment upon completion of the program. Short-term vocational programs are defined in title 5, section 55151, as programs that require one or more courses that have been approved for short-term vocational programs “which the Chancellor, in consultation with the Employment Development Department, has determined to have high employment potential.” Also included in this area are noncredit apprenticeship program courses. An apprenticeship is defined as preparation for any profession, trade, or craft that can be learned through a combination of supervised on-the-job training and off-the-job formal education.</p>	<b>ANY VOCATIONAL TOP code</b>
J	<p><b>Workforce Preparation</b></p> <p>Workforce preparation courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem solving skills that are necessary to participate in job-specific technical training.</p>	<b>ANY VOCATIONAL TOP code</b> <b>or</b> 493010 493011 493012 493013 493072



## **Restriction Summary for noncredit courses:**

[Refer to title 5 for all restrictions]

- “No state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education.” (Cal. Code Regs., tit. 5, § 58130)
- The CORs for courses intended for one of the special population noncredit categories (Immigrant Education, Parenting, Substantial Disabilities, and Older Adults) must clearly demonstrate that the course meets the needs of these special populations, particularly in the course description, objectives, content, methods of instruction, and methods of evaluation.
- Ensure that noncredit course proposals do not appear to be closed to the public. Courses that are in conflict with the “open course” provisions of title 5, section 51006 and section 58051.5(a)(3), will not be approved by the Chancellor’s Office.

## Noncredit Programs

Chancellor's Office approval is required for all noncredit education programs as defined in title 5, sections 55150 and 55151, and adult high school diploma programs as defined in title 5, section 55154. The Chancellor's Office approves two types of noncredit certificates, defined in title 5, sections 55151 and 55155: Certificate of Competency and Certificate of Completion. Other noncredit programs may be approved and offered locally without approval by the Chancellor's Office, but such programs will not receive enhanced funds, and must not be called Certificate of Competency or Certificate of Completion.

### Apprenticeships Credit or Noncredit

An apprenticeship is defined as preparation for any profession, trade, or craft that can be learned through a combination of supervised on-the-job training and off-the-job formal education. The California Division of Apprenticeship Standards (DAS) within the California Department of Industrial Relations and the Chancellor of the California Community Colleges share responsibility for the approval of credit and noncredit apprenticeship programs. This shared responsibility has created a partnership for developing apprenticeship programs that includes the community college and the employer, also known as the program sponsor.

The DAS approves matters dealing with on-the-job instruction and maintains the standards. Both the California Apprenticeship Law and the annual California Budget Act refer to the off-the-job formal education as related and supplemental instruction (RSI). Providing RSI is the job of the community colleges, adult schools, and regional occupational program centers. In addition, section 3074 of the Labor Code states that apprenticeship RSI shall be the responsibility of and be provided by state and local boards in charge of career technical education (CTE) in partnership with the program sponsor, who is normally the employer. The program or courses must have the approval of the Chancellor's Office for both curriculum and RSI funding.

Required documentation must be signed by the Chief of the DAS or his or her designee to indicate that the apprenticeship has been approved and must include the specific campus approved for the RSI, apprenticeship title, file number, and sponsor contact information. Additional documentation includes labor market information and analysis, an employer survey, and an explanation of employer relationship. Justification of the need for any new CTE programs, including apprenticeships, is specifically required through a job market study, pursuant to Education Code section 78015.

The California Community Colleges Chancellor's Office has delegated authority to the Apprenticeship Program Coordinator, who provides support to the college and the program sponsor throughout the development and implementation of the apprenticeship program. The Vice Chancellor of Academic Affairs or his/her designee approves the programs and courses offered by the community college using criteria that represent the standards of good practice established in the field of curriculum design.

## Noncredit Career Development and College Preparation (CDCP)

The programs and required courses referred to as Noncredit Career Development and College Preparation (CDCP) prepare students for employment or to be successful in college-level credit coursework. In accordance with title 5, section 55151, the colleges may offer a sequence of noncredit courses that culminate in a Certificate of Completion or a Certificate of Competency designed to prepare students to effectively transition to work or college. Once a program is approved, the noncredit courses that comprise a CDCP program will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5. CDCP certificates can be awarded in the following noncredit categories (CB22):

**Table 10. Enhanced Funding Categories**

CB22	
Code	Noncredit Category
A	English as a Second Language (ESL)
C	Elementary and Secondary Basic Skills
I	Short-term Vocational
J	Workforce Preparation In the areas of basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training.

Colleges may develop their own programs, but they may not title them certificates of completion, competency, or achievement (credit). The courses comprising a locally approved program will not receive enhanced funding.

As with all noncredit programs, the courses must first be approved before the college can submit a proposal for a new CDCP program. Enhanced funding for courses that are part of a CDCP program cannot be received until the program is approved.

For short-term vocational program proposals (CB22 I above), colleges must provide evidence of high employment potential in one of two ways. They can identify the area of instruction on the list of occupational titles with high employment potential (<http://www.labormarketinfo.ca.gov>) or attach another data source containing current labor market or job availability data with an explanation of how the data is verified.

## **Adult High School Diploma Programs**

Title 5, section 55154, authorizes a college to offer a noncredit Adult High School Diploma Program (AHSDP) and receive enhanced funding for courses that are part of the program. An AHSDP has additional requirements.

An AHSDP is comprised of a sequence of noncredit courses leading to a high school diploma that is awarded by the community college district or jointly by the district and a high school in accordance with title 5, section 55154. The course content standards should meet or exceed the standards for high school curriculum established by the California State Board of Education. A high school diploma is granted when the student has completed the equivalent of at least 160 high school credits, including the specified minimum number of credits in the five general subject areas of English, mathematics, natural sciences, social and behavioral science, and humanities. In addition, at least 20 of the total 160 required high school credits must be completed in residence at the community college granting the diploma. This specialized program requires additional justification not required for other noncredit programs.

## Instructions for Completing Noncredit Proposal Forms

### General Instructions for Completing Proposals

Instructions on how to complete the forms in the CCC Curriculum Inventory are part of the *CCC Curriculum Inventory User Guide* on the website, <http://curriculum.cccco.edu/>. This user guide contains general information on how to navigate the CCC Curriculum Inventory and step-by-step guidance for creating, populating, completing, submitting and responding to requests for changes.

Originators are prompted to select from the drop-down boxes for each relevant field. Only the applicable fields for the course or program being submitted will appear. As noted in the section on the CB codes above, submitters will need to use the Data Element Dictionary to apply the proper codes

(<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DED/CourseDataElements/tabid/267/Default.aspx>).

### Tips For Successful Submission Of Requests


- Submit the proposal in its entirety, to include all the required attachments, courses report, and/or signature page with appropriate labels. Incomplete proposals will be returned without review to the proposal originator. The vast majority of returns are due to incomplete proposals.
- Be sure that all course outlines of record (CORs) for noncredit courses contain all seven elements required by title 5, section 55002, and outlined in the *The Course Outline of Record: A Curriculum Reference Guide* (2008; [www.asccc.org](http://www.asccc.org)). Course proposals will be returned to the originator if the COR is incomplete.
- Ensure that all data elements are completed and coordinated on the proposal. The CB guidelines above will assist with some of the most common issues. Refer to the Data Element Dictionary in the MIS section of the Chancellor's Office website at [www.cccco.edu](http://www.cccco.edu) for more information.
- Obtain all required approval signatures for course or program proposals prior to submission. Required signatures for each proposal type are shown at the end of each proposal in the CCC Curriculum Inventory.
- Ensure that courses meet one of the 10 eligible categories listed above and are coded under the correct eligibility category.
- Use the correct TOP code from the *Taxonomy of Programs, Sixth Edition*, last revised in March 2010. The document can be found on the Academic Affairs Division website at [www.cccco.edu](http://www.cccco.edu).

## CCC-456: New Noncredit Course

This proposal is completed online via the CCC Curriculum Inventory. All attachments, including a scanned copy of the original signature page, will need to be attached to the proposal. The CCC Curriculum Inventory is accessible at <http://curriculum.cccco.edu> to authorized users.

Refer to the *CCC Curriculum Inventory User Guide* for specific instructions on using the CCC Curriculum Inventory. Help icons are available on the electronic form to provide instructions for each field of the form.

**When to use this form:** The *CCC-456 New Noncredit Course* form is used to submit a new noncredit course.

CCC-456	Rev. March 2010
Application Date	 California Community Colleges
<b>NEW NONCREDIT COURSE CCC-456</b>	
<b>A. CONTACT INFORMATION</b>	
College: _____	District: _____
College Address: _____	
Contact Person: _____	Contact Person's Title: _____
Phone Number: _____	E-mail Address: _____
Fax Number: _____	

**College and District:** Provide the college and district name.

**Contact Person:** The person designated as the proposal originator will be identified as the person most able to answer questions about the proposed program or, if necessary, able to gather responses from the Chief Instructional Officer, the curriculum committee chair, or the originating faculty member who designed the program. This field will automatically be populated with the originator's contact information in the CCC Curriculum Inventory, associated with the person's user name and password.

**Title, Phone Number, and E-mail Address:** This information is used for interim communications with the Chancellor's Office during the review process, such as requests for further information. Final action notifications are automatically generated by the CCC Curriculum Inventory. These notices are emailed to the Chief Instructional Officer and campus contact representatives.

## Course Information

Items on the proposal form that are marked with [CBxx] refer to the Course Data Elements in the Data Element Dictionary. The Data Element Dictionary can be downloaded from the Chancellor's Office web site

(<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DED/CourseDataElements/tabid/267/Default.aspx>). The MIS data elements that are required for the CCC-456 proposal are listed in Table 8.

1. **Course Title (CB02):** The course title should accurately reflect the purpose of the course and should match the title listed in the college catalog and subsequently reported to the Chancellor's Office Management Information System (MIS). The title must be different from the CB01 Course Department Number.
2. **Course Department Number (CB01):** This data element is also referred to as Course Discipline Number. The Course Department Number may be a combination of numbers and letters used by the college to identify department name, course number, and subject field.
3. **Local Approval:** By checking these boxes, the originator certifies that the noncredit course has been approved by the college curriculum committee and governing board of the district, pursuant to title 5, section 55002(c).
4. **Course Start Date:** Provide the approximate date when the college plans to offer the course to students and include the course description in the college catalog or addendum. This date must be in the future.
5. **Total Hours of Instruction: Both fields need to have a value, even if the hours are the same.** Provide the total number of regularly scheduled hours of instruction that are normally required for students to achieve the course objectives. Total number of hours should be sufficient to cover the course scope and breadth of topics. If there is a range of hours, enter both the minimum and maximum number of hours.
6. **Taxonomy of Programs (TOP) Code (CB03):** Provide the six-digit code that correctly categorizes the course in a discipline and subcategorizes, when applicable, within the discipline using the most current edition of the *Taxonomy of Programs Manual*.
7. **Course Credit Status (CB04):** All noncredit courses will have a code of "N."
8. **Course Transfer Status (CB05):** All noncredit courses will have a code of "C" - nontransferable.
9. **Course Basic Skills Status (CB08):** The course basic skills status indicates whether the course is a basic skills course. Enter "No" if the noncredit category (CB22) is B, D, E, F, G, H, or I. Noncredit categories (CB22) A, C, and J are sometimes coded "Yes" depending on the TOP code. See the Data Element Dictionary for coding combinations

<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DED/CourseDataElements/tabid/267/Default.aspx>).

10. **Course SAM Priority Code (CB09):** SAM Priority Code indicates the degree to which a course is occupational and assists in identifying course sequence in occupational programs. Provide the SAM Priority Code that best identifies the level of preparation for a specific occupation for this course using the Data Element CB09 in the Data Element Dictionary.
11. **Coop Work Experience (CB10):** This element indicates whether the course is part of a cooperative work experience education program, according to the provisions of title 5, section 55252. Select “No”; a noncredit course is never part of a cooperative work experience education program.
12. **Course Prior to Transfer Level (CB21):** The course prior to transfer level indicates course level status for ESL, writing, reading, and mathematics courses for TOP codes listed as part of Noncredit Eligibility Category C — Basic Skills (CB21). Available levels range from A–H, depending on the TOP code. Non-basic skills courses will always be coded Y. The rules for properly coding the course are shown in the Data Element Dictionary  
<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DED/tabid/266/Default.aspx>).
13. **Noncredit Eligibility Category (CB22):** Indicate the noncredit category that best describes the purpose of the course.
14. **Funding Agency Category (CB23):** The funding agency category describes whether or not a Chancellor’s Office Economic Development Grant(s) was used to fully or partially develop a course and/or curriculum. See Education Code section 88550 for further information.
15. **Material Fees:** Provide the dollar amount. Enter “0” (zero) if no material fees are required. Material fees are addressed in a Chancellor’s Office legal opinion M 06-11, California Education Code section 76365, and title 5, sections 59400–59408.
16. **Special Characteristics:** Select the appropriate characteristic, if applicable.
  - Learning Assistance is a form of supplemental instruction.
  - Bilingual Instruction is a system of instruction that builds upon the language skills of a pupil whose primary language is not English or derived from English.
  - Convalescent Setting refers to a course taught in a convalescent home, skilled nursing facility, residential care home, day care center, or nursing home.
  - Correctional Facility refers to a course taught either at or through a federal, state, or local correctional institution.

- Apprenticeship refers to a course that provides related and supplemental instruction for apprenticeship and coordination of instruction with job experiences, upon agreement with the program sponsor (employer) and the California Division of Apprenticeship Standards.
  - Persons of Substantial Disabilities refers to a course designed to serve persons with substantial disabilities.
  - Citizenship for Immigrants refers to a course designed to provide instruction and services in citizenship.
17. **Justification:** Briefly describe the primary method used to determine the need for this course. If this is for career technical education, justification must be provided using labor market projections from the California Employment Development Department (EDD), employer survey, community or student interest survey, state licensing requirements, or mandated certification. A maximum of 4,000 characters is allowed.
18. **Proposed Catalog Description:** Provide the course description as it will appear in the college catalog. A maximum of 4,000 characters is allowed. This description must be exactly the same as the catalog description in the course outline attached to the proposal.
19. **Title 5 Regulations:** This section must be completed to identify whether or not the course is already a part of a program or programs as identified by title 5. If this is not part of a program identified in title 5, this choice must be checked. Check all that apply to the course:
- Section 55151 - Certificate of Completion leading to improved employability or job opportunities (i.e., career preparation)
  - Section 55151 - Certificate of Competency consists in a recognized career field may be articulated with degree-applicable credit coursework, an associate degree, or transfer to a baccalaureate institution (i.e., college preparation)
  - Section 55154 - Adult High School Diploma Program
  - Section 8150-8156 - Apprenticeship consisting of one or more noncredit courses
  - Not part of a Noncredit Career Development and College Preparation program

When the proposed course is part of a Noncredit Career Development and College Preparation (CDCP) program, this information must be provided in order to receive enhanced funding. If the course is part of more than one program, only one program needs to be listed.

20. **Program Certificate Title:** If the course is part of a program/certificate as identified above, provide the program title as it will be displayed in the college catalog.
21. **Program TOP Code:** Provide the TOP code that best categorizes the program. The course TOP code may be different from the program TOP code.

22. **Program Confirmation Number:** Provide the unique code assigned to the program at the time it was approved, as listed on the Noncredit CDCP application (CCC-460).

## **Attachments Required**

Criteria C. Curriculum Standards

Course Outline of Record

Signature Page


## CCC-480: Modifications to Approved Noncredit Course

This proposal is completed online via the CCC Curriculum Inventory. All attachments, including a scanned copy of the original signature page, will need to be attached to the proposal. The CCC Curriculum Inventory is accessible at <http://curriculum.cccco.edu> to authorized users.

Refer to the *CCC Curriculum Inventory User Guide* for specific instructions on using the CCC Curriculum Inventory. Help icons are available on the electronic form to provide instructions for each field of the form.

**When to use this form:** The *CCC-480 Modifications to Approved Noncredit Course* form is used to submit modifications to an existing noncredit course. Provide the revised data elements in the “As Revised” column.

CCC-480 August 2010

  
**California Community Colleges**  
**Modifications to Approved Noncredit Course**

College \_\_\_\_\_ Contact Person \_\_\_\_\_  
District \_\_\_\_\_ Phone # \_\_\_\_\_  
Date Form Submitted \_\_\_\_\_ E-mail \_\_\_\_\_

**Change Type:**

By checking this box, you certify that proper approval has occurred at the college and district level.  
 **Curriculum Committee Approved**

**College and District:** Provide the college and district name.

**Contact Person:** The person designated as the proposal originator will be identified as the person most able to answer questions about the proposed program or, if necessary, able to gather responses from the Chief Instructional Officer, the curriculum committee chair, or the originating faculty member who designed the program. This field will automatically be populated with the originator’s contact information in the CCC Curriculum Inventory, associated with the person’s user name and password.

**Title, Phone Number, and E-mail Address:** This information is used for interim communications with the Chancellor’s Office during the review process, such as requests for further information. Final action notifications are automatically generated by the CCC Curriculum Inventory. These notices are emailed to the Chief Instructional Officer and campus contact representatives.

## Course Information

**Course Department Number (CB01):** This data element is also referred to as Course Discipline Number. The Course Department Number may be a combination of numbers and letters used by the college to identify department name, course number, and subject field.

**Course Title (CB02):** The course title should accurately reflect the purpose of the course and should match the title listed in the college catalog and subsequently reported to the Chancellor's Office Management Information System (MIS). The title must be different from the Course Department Number.

**Taxonomy of Programs (TOP) Code (CB03):** Provide the six-digit code that correctly categorizes the course in a discipline and subcategorizes, when applicable, within the discipline using the most current edition of the *Taxonomy of Programs Manual*.

**Course Credit Status (CB04):** All noncredit courses will have a code of "N."

**Course Transfer Status (CB05):** All noncredit courses will have a code of "C" - nontransferable.

**Total Hours of Instruction:** Enter the minimum and maximum number of hours for the course. Both fields must have a value, even if the hours are the same. Provide the total number of regularly scheduled hours of instruction that are normally required for students to achieve the course objectives. Total number of hours should be sufficient to cover the course scope and breadth of topics. If there is a range of hours, enter both the minimum and maximum number of hours.

**Course Basic Skills Status (CB08):** The course basic skills status indicates whether the course is a basic skills course. Enter "No" if the noncredit category (CB22) is B, D, E, F, G, H, or I. Noncredit categories (CB22) A, C, and J are sometimes coded "Yes" depending on the TOP code. See the Data Element Dictionary for coding combinations (<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DED/CourseDataElements/tabid/267/Default.aspx>).

**Course SAM Priority Code (CB09):** SAM Priority Code indicates the degree to which a course is occupational and assists in identifying course sequence in occupational programs. Provide the SAM Priority Code that best identifies the level of preparation for a specific occupation for this course using the Data Element CB09 in the Data Element Dictionary.

**Cooperative Work Experience (CB10):** This element indicates whether the course is part of a cooperative work experience education program, according to the provisions of title 5, section 55252. Select "No"; a noncredit course is never part of a cooperative work experience education program.

**Course Classification Status (CB11):** This element classifies a course in accordance with its primary objective. Codes J, K, and L apply to noncredit only.

**Course Special Class Status (CB13):** This element indicates whether a course is an “approved special class” according to the provisions of title 5, section 56028, and is, therefore, repeatable for apportionment purposes under the provisions of title 5, section 56029. Select “S” if the course is for students with disabilities.

**Course Prior to Transfer Level (CB21):** The course prior to transfer level indicates course level status for ESL, writing, reading, and mathematics courses for TOP codes listed as part of Noncredit Eligibility Category C - Basic Skills (CB21). Available levels range from A-H, depending on the TOP code. Non-basic skills courses will always be coded Y. The rules for properly coding the course are shown in the Data Element Dictionary (<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DED/tabid/266/Default.aspx>)

**Noncredit Category (CB22):** Indicate the noncredit category that best describes the purpose of the course.

**Funding Agency Category (CB23):** The funding agency category describes whether or not a Chancellor’s Office Economic Development Grant(s) was used to fully or partially develop a course and/or curriculum. See Education Code section 88550 for further information.

**Program TOP Code:** Provide the TOP code that best categorizes the program. The course TOP code may be different from the program TOP code.

**Program Confirmation Number:** Provide the unique code assigned to the program at the time it was approved.

**Program Certificate Title:** If the course is part of a program/certificate as identified above, provide the program title as it will be displayed in the college catalog.

## **Attachments Required**


Criteria C. Curriculum Standards  
Course Outline of Record  
Signature Page

## CCC-460: Noncredit Career Development and College Preparation (CDCP) Program for SB 361 Enhanced Funding

This proposal is completed online via the CCC Curriculum Inventory. All attachments, including a scanned copy of the original signature page, will need to be attached to the proposal. The CCC Curriculum Inventory is accessible at <http://curriculum.cccco.edu> to authorized users.

Refer to the *CCC Curriculum Inventory User Guide* for specific instructions on using the CCC Curriculum Inventory. Help icons are available on the electronic form to provide instructions for each field of the form.

**When to use this form:** The *CCC-460 Noncredit Career Development and College Preparation (CDCP)* form is used to submit new noncredit CDCP program or Adult High School Diploma Program (AHSDP) proposal. Additional instructions for AHSDP attachments are included at the end of these instructions.

CCC-460	Rev. March 2010
 <b>California Community Colleges</b>	
<b>NONCREDIT CAREER DEVELOPMENT AND COLLEGE PREPARATION (NCDCP) PROGRAM (CCC-460) FOR SB 361 ENHANCED FUNDING</b>	
<b>Date:</b> _____	
<b>A. CONTACT INFORMATION</b>	
College: _____ District: _____	
College Address: _____	
Contact Person: _____	Contact Person's Title: _____
Phone Number: _____	E-mail Address: _____
Fax Number: _____	

**College and District:** Provide the college and district name.

**Contact Person:** The person designated as the proposal originator will be identified as the person most able to answer questions about the proposed program or, if necessary, able to gather responses from the Chief Instructional Officer, the curriculum committee chair, or the originating faculty member who designed the program. This field will automatically be populated with the

originator's contact information in the CCC Curriculum Inventory, associated with the person's user name and password.

**Title, Phone Number, and E-mail Address:** This information is used for interim communications with the Chancellor's Office during the review process, such as requests for further information. Final action notifications are automatically generated by the CCC Curriculum Inventory. These notices are emailed to the Chief Instructional Officer and campus contact representatives.

## Program Information

This section provides related and supplemental information on the proposed program. Each item must be completed.

1. **Title:** The title should accurately reflect the purpose of the program and should match the title listed in the college catalog and subsequently reported to the Chancellor's Office Management Information System (MIS).
2. **TOP Code:** Provide the TOP code that best categorizes the program.
3. **Certificate Type:** Indicate the appropriate certificate type:
  - Certificate of Completion - leading to improved employability or job opportunities.
  - Certificate of Competency - in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
4. **Noncredit Category (CB22):** Indicate the appropriate noncredit category:
  - A. English as a Second Language (ESL)
  - C. Elementary or secondary basic skills
  - I. Short-term vocational
  - J. Workforce preparation
5. **Employment Potential:** Provide the following evidence of high employment potential (short-term vocational programs only):
  - Identify Occupational Titles with High Employment Potential as defined by EDD.
  - Current labor market or job availability data/research and identified data source are attached with an explanation of how the data is verified. If this option is selected, the employment data must be verified by a local Labor Market Information Division (LMID) EDD consultant.

6. **Course and Hours:** Enter the number of courses and number of instructional hours (reflects the lowest numbers required to complete the program) for:
- Total core requirements
  - Total elective requirements
  - Total core and elective courses and hours
7. **Provide a description of the program and sequence of courses** that will prepare the student for improved employability, job opportunities, or to successfully complete college courses for a recognized career field, to complete an associate degree, or to transfer to a baccalaureate institution. This section will match the catalog description for the program.

## **Attachments Required**

Criteria C. Curriculum Standards

Course Outline of Record

Signature page

## Adult High School Diploma Program Requirements and Criteria

Title 5, section 55154 authorizes a college to offer a noncredit Adult High School Diploma Program (AHSDP) and receive enhanced funding for courses that are part of the program. An AHSDP requires an additional attachment, per title 5, section 55154, that includes the following items:

- A. **Program Curriculum:** List the core and electives credits.
- B. **Instructional Hours:** Instructional hours will be totaled for the credits listed above. Credit hours are 144 hours per 10 credits.

A minimum of 160 credits of high school level coursework must be completed in a core curriculum consisting of noncredit courses in the five categories required by title 5, section 55154. These include: Natural Science (20 credits), Social and Behavioral Sciences (30 credits), Humanities (10 credits), English (30 credits), and Mathematics (20 credits).

**Note:** A noncredit course in any college awarding 10 high school credits must be designed to require a minimum of 144 hours of lecture, study or laboratory work (Cal. Code Regs., tit. 5, § 55154). Each course shall be of sufficient duration to permit a student to master the content of the course as specified in the California State Board of Education's Course Content Standards (Cal. Code Regs., tit. 5, § 55154). The courses that are part of this proposal are selected from a dropdown menu under Program Courses in the CCC Curriculum Inventory. The courses will be attached to the proposal electronically under the Program Courses portion of the proposal.

- C. **Program Development and Criteria** (attachment)

This attachment presents a thorough justification of the AHSDP being proposed, describing detail the program rationale and components. Provide a thorough explanation of each of the following areas, using the format below:

- **Demonstration of Need:** Provide quantitative and qualitative data demonstrating the need for the proposed AHSDP in the college. For example, discuss the number of students that have not completed high school in the service area (dropout rate), address the total number of students that have not passed the California High School Exit Exam (CAHSEE) in the service area, and demonstrate the requirement of a high school diploma for employment in the industries in the service areas. Describe how the college has verified that this AHSDP will not have an adverse impact on similar programs and options at neighboring colleges.
- **Program Organization:** Describe how the organization of the program will be consistent with the mission of the college and the relationship to other programs that complement or link to the AHSDP. Additionally, provide an organizational chart consisting of the AHSDP faculty and staff.
- **On-Going Faculty/Staff Efforts:** Describe in detail how the college will fund on-going faculty/staff needed in order to sustain the AHSDP.

- **Professional Development for Faculty and Staff:** Describe the professional development activities that will be available for faculty teaching in the AHSDP to ensure that faculty have the necessary knowledge and skills to facilitate student success and completion of the AHSDP.
- **Student Services:** Describe the support services provided to students to assist them in completing the AHSDP (e.g., counseling, orientation, student follow-up, and monitoring).
- **Student Assessment:** Provide a description of student assessment procedures for academic placement in the AHSDP. Describe the method the college will use in evaluating student progress and the tools the college will utilize to determine student progress towards the program's objectives.
- **Instructional Support Services for Students:** Identify and describe the instructional support services for students, such as tutoring, supplemental instruction, and other instructional support services such as those provided in the learning resource center.
- **Facilities:** Describe the facilities where the AHSDP will be implemented. If facilities are not currently available, describe the district's master plan for providing appropriate facilities for this program.
- **Curriculum Alternatives:** Provide a description of requirements or conditions by which a student can obtain high school credit by examination or by successfully completing college degree-applicable or nondegree-applicable credit course work and any alternative means for students to complete the prescribed course of study. All alternative means must meet or exceed the standards for the high school curriculum established by the California State Board of Education. These can be found in the following web site: <http://www.cde.ca.gov/be/st/ss/>.

## **Attachments Required for AHSDP**

Criteria C. Course Standards

Course Outline of Record

Signature Page

Program Development and Criteria

## **CCC-461: Modification Request to an Approved Noncredit Program**

This proposal is completed online via the CCC Curriculum Inventory. All attachments, including a scanned copy of the original signature page, will need to be attached to the proposal. The CCC Curriculum Inventory is accessible at <http://curriculum.cccco.edu> to authorized users.

Refer to the *CCC Curriculum Inventory User Guide* for specific instructions on using the CCC Curriculum Inventory. Help icons are available on the electronic form to provide instructions for each field of the form.

**When to use this form:** The *CCC-461 Modification Request for an Approved Noncredit Program* form is used to submit modifications to approved noncredit programs such as:

1. Add or remove stand-alone noncredit courses to an existing approved noncredit program
2. Update TOP code (CB03) and program hours
3. Update from Inactive to Active status (requires term effective)
4. Update from Active to Inactive status (requires term last offered)

Modifications include those that are made to keep a program current with changing job requirements, evolving applications of technology within the same occupation, or evolving knowledge within a particular field. All modifications must be approved by the college's local curriculum committee.

If the Chancellor's Office staff determines that the proposed changes should have been submitted as a new program, the reviewer may request additional information from the college before making a recommendation or may require the college to submit using a *CCC-460*.



### Modification Request to an Approved Noncredit Program

College \_\_\_\_\_ Contact Person \_\_\_\_\_  
 District \_\_\_\_\_ Phone # \_\_\_\_\_  
 Date Form Submitted \_\_\_\_\_ E-mail \_\_\_\_\_

\_\_\_\_\_  
DATE SIGNATURE, CHIEF INSTRUCTIONAL OFFICER TYPED OR PRINTED NAME

**Curriculum Committee Approved.** By checking this box, the college certifies that proper approval has occurred at the college and district level.

Check applicable boxes below to indicate the type of modification.

- 1. Add or Remove stand alone noncredit courses to an existing approved noncredit program.
- 2. Update TOP Code and program hours.
- 3. Update from INACTIVE to ACTIVE status. Enter date program reactivated: \_\_\_\_\_
- 4. Update from ACTIVE to INACTIVE status. Enter date program last offered: \_\_\_\_\_

**College and District:** Provide the college and district name.

**Contact Person:** The person designated as the proposal originator will be identified as the person most able to answer questions about the proposed program or, if necessary, able to gather responses from the Chief Instructional Officer, the curriculum committee chair, or the originating faculty member who designed the program. This field will automatically be populated with the originator's contact information in the CCC Curriculum Inventory, associated with the person's user name and password.

**Title, Phone Number, and E-mail Address:** This information is used for interim communications with the Chancellor's Office during the review process, such as requests for further information. Final action notifications are automatically generated by the CCC Curriculum Inventory. These notices are emailed to the Chief Instructional Officer and campus contact representatives.

### Program Information

In the "As Listed in Curriculum Inventory" column, enter the information for the program as it is currently listed in the college curriculum inventory.

In the "As Revised" column, enter the information for all program fields.

## **Attachments Required**

*For options 1-3:*

Criteria A. Appropriateness to Mission

Catalog description of program

Signature Page

*For option 4:*


Signature Page

## CCC-300: Application for Approval Credit Noncredit Apprenticeship Program

This proposal is completed online via the CCC Curriculum Inventory. All attachments, including a scanned copy of the original signature page, will need to be attached to the proposal. The CCC Curriculum Inventory is accessible at <http://curriculum.cccco.edu> to authorized users.

Refer to the *CCC Curriculum Inventory User Guide* for specific instructions on using the CCC Curriculum Inventory. Help icons are available on the electronic form to provide instructions for each field of the form.

**When to use this form:** The *CCC-300 Application for Approval Credit Noncredit Apprenticeship Program* form is used to submit a new apprenticeship proposal.

CCC300		
 <b>California Community Colleges</b> <b>APPLICATION FOR APPROVAL CREDIT OR NONCREDIT</b> <b>APPRENTICESHIP PROGRAM</b>		
DATE	CONTACT PERSON	
COLLEGE	PHONE NUMBER	
DISTRICT	E-MAIL ADDRESS	
<b>PROPOSED PROGRAM TITLE:</b>  <b>COLLEGE:</b> <b>DISTRICT:</b> <b>PROJECTED START DATE:</b> <b>PROGRAM TRANSFER:</b> <b>PREVIOUS LOCATION:</b> N/A <b>EMPLOYER OR JAC SPONSORING APPRENTICESHIP:</b>		<b>CONTACT PERSON:</b> <b>TITLE:</b> <b>PHONE NUMBER:</b> <b>resetUnits(); E-MAIL ADDRESS:</b>
<b>TYPE OF COURSES:</b>  <b>TYPE OF PROGRAM (SELECT ONLY ONE):</b> <b>CERTIFICATE OF ACHIEVEMENT:</b>		

**College and District:** Provide the college and district name.

**Contact Person:** The person designated as the proposal originator will be identified as the person most able to answer questions about the proposed program or, if necessary, able to gather responses from the Chief Instructional Officer, the curriculum committee chair, or the originating faculty member who designed the program. This field will automatically be populated with the originator's contact information in the CCC Curriculum Inventory, associated with the person's user name and password.

**Title, Phone Number, and E-mail Address:** This information is used for interim communications with the Chancellor's Office during the review process, such as requests for further information. Final action notifications are automatically generated by the CCC Curriculum Inventory. These notices are emailed to the Chief Instructional Officer and campus contact representatives.

## **Planning Summary**

**College and District:** Identify the college and district for the proposed program.

**Projected Start Date:** Enter the projected term for commencement of the program.

**Program Transfer:** Indicate if the proposed program is transferable.

**Previous Location:** If applicable, enter the previous location of proposed program.

**Employer of Joint Apprenticeship Committee (JAC) Sponsoring Apprenticeship:** Enter the employer or JAC Sponsor information, including name, address, telephone number, and site contact person information.

**Type of Courses:** Indicate the type of courses (credit or noncredit) included in the proposed program.

**Award Type:** Indicate appropriate award type.

**Hours of Related Supplemental Instruction (RSI):** Enter the estimated RSI for the first three years of the proposed program.

## Development Criteria Narrative and Documentation

### ***Criteria A. Appropriateness to Mission***

#### **1. Statement of Program Goals and Objectives**

A statement must be submitted that defines the goal(s) of the proposed program. On the basis of the program goals, objectives appropriate to these goals, and a program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the community colleges.

CTE Goal: The objectives of the program must include the main competencies students will have achieved that are required for a specific occupation. This statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) that the program will prepare students to enter and the basic occupational competencies students will acquire.

Transfer Goal: The stated goal of the program must include (but need not be limited to) the preparation of students for one or more baccalaureate majors. Courses required in the program are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions to which students may transfer to upon completion.

Other Goal: Explain in detail how this program conforms to the community college mission. Describe how this program it embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study.

The proposal's statement of goal(s) and objectives serves to define the program over time. The goal statement is one of the major factors in determining whether changes to the program are "substantial modifications" for Chancellor's Office approval purposes.

#### **2. Catalog Description**

The catalog description of the proposed program must be entered exactly as it will appear in the catalog. This description must be consistent with the rest of the proposal, convey the program's goal(s) and objectives, and suggest how they differ from the goals and objectives of other programs. The description must convey also what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be

included. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented. List all prerequisite skills or enrollment limitations.

The catalog description for an associate degree must provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes).

CTE Goal: List the potential careers.

Transfer Goal: Appropriate baccalaureate major or related majors must be identified. Proper explanation and documentation must be provided in the narrative item 14. Transfer Applicability. Where job market data or other factors are documented in the proposal, suggest some caveats of which students must be aware. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.

### **3. Program Requirements**

The program requirements must be consistent with the catalog description. The number of hours, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor's Office will rely heavily on the educational judgment of local discipline faculty and curriculum committees in regard to the appropriateness of program requirements.

Display the program requirements in a table format that includes all courses required for completion of the program (core requirements, required or restricted electives, other requirements), subtotal of core hours, general education pattern(s) (local, CSU-GE-Breadth, or IGETC), number of hours for each pattern, and total program units. For each course, indicate the course number, course title, and course hours.

For all degree programs, documentation may be one of the following:

- The college's overall general education requirements for a degree of this type, such as a photocopy of requirements from the catalog; or
- Required general education categories (including number of units required) with specific recommendations for appropriate general education course choices for students in this program.

For all associate degrees, the courses designated for the program must, collectively, be sufficient to enable students to fulfill the program goals and meet the program objectives. Courses must be required that will address the college level communication and analytic skills necessary for success

in a transfer program or that will generally enable graduating students to participate as full team members in a company, maintain currency in rapidly changing fields, and/or advance in selected occupations over a lifetime.

CTE Goal: The set of requirements for a CTE program must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee's recommendation, then the college must explain its departure from those recommendations.

Transfer Goal: Students must be advised to complete the CSU-GE-Breadth or IGETC pattern. Unless the major requires a high number of units, students who intend to transfer must not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer.

#### **4. Background and Rationale**

This section provides a context for reviewers at a general conceptual level. This section explains what role the proposed program will fulfill in the curriculum (given the stated goals and objectives), may include some history of how the program proposal came about, describes what is different about the program and its importance, and tells why the program is especially appropriate for the region and for the college including reference(s) to appropriate community support.

These explanations must be related to the college mission and the overall educational plan for the college, other new program developments, and any specific needs of that community. This section may be used to justify program objectives or the inclusion of a given course as a requirement.

Describe any special considerations and make a case for a program that justifies the use of alternative documentation if the usual documentation may be misleading, inconclusive, or simply not obtainable.

It is not necessary to repeat information covered elsewhere in the proposal, as long as the originator includes a cross-reference to a page number or section number. When making reference to minutes, the originator must highlight relevant section(s) in the minutes.

## **Criteria B. Need**

### **6. Place of Program in Curriculum/Similar Programs**

This section must address the following:

- Does the program replace any existing program(s) on the college's inventory?
- What related programs are offered by the college?
- Will this new program fulfill a current need?
- Will there be courses in common shared by this program and another existing program?
- What enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?
- Will programs share resources?
- Explain how, if at all, this program makes a new or more productive use of existing resources, and/or builds upon existing programs or services and establishes a new direction for the college.
- Provide relevant details if this program is related to the termination or scaling down of another program(s).

Before completing this section, review the college's existing program inventory online in the CCC Curriculum Inventory at <http://curriculum.cccco.edu>. The originator must specify any existing inventory entries that need to be removed or modified in connection with the approval of the program. If there are any questions, contact the Academic Affairs Division of the Chancellor's Office.

### **8. Labor Market Information and Analysis (for CTE only)**

#### **Attachment Required: Labor/Job Market Data**

The Labor Market Information (LMI) system provides occupational demand data by county on established occupations, i.e., those that have Occupational Employment Statistics (OES) codes and that serve medium to large employers. The system also provides occupational supply data based upon actual or projected program outcomes. The LMI system is maintained by the state Employment Development Department (EDD) and is partially funded by community colleges to aid in their planning of programs and in their reporting upon outcomes. Statistics from LMI can be found online at <http://www.labormarketinfo.edd.ca.gov/>. The LMI division of EDD can be reached by telephone at (916) 262-2162. Assistance with LMI data can also be obtained from CTE specialists in the Chancellor's Office.

To use the website to search for labor market projections, choose the “Educators/Schools” link from the LMI home page. This page provides statewide and county job projections by Standard Occupational Classification (SOC) with cross-listing to the Taxonomy of Programs (TOP) code. The instructions for accessing the data are subject to change.

Pursuant to Education Code section 78015, LMI data are specifically required for new CTE program proposals, where available. Statewide or national data is not acceptable unless the applicant can show that career mobility in this occupation is common. The proposal must include projections from LMI for the most applicable SOC codes and geographical regions to be served by the program. If these projections do not suggest adequate job openings in the college service area to provide employment for all program completers, then the proposal must explain what other factors may justify the program and make the LMI figures misleading. If LMI figures are unavailable for the occupation targeted by the program, explain and provide other data that justifies the need for the proposed program.

Highlight the applicable lines for the program being proposed with a marker or another easily visible method on the printout of data from the LMI. Target the search for specific data and avoid including unneeded or irrelevant statistical printouts with the proposal. Title 5, section 55130, requires the college seeking approval of a new program to show “the relation of the proposed program to a job market analysis.” The job market analysis must present evidence that there is a viable job market that will preferentially hire those graduating with the proposed degree or certificate.

When a proposed program is in an emerging occupation, finding relevant regional or local data can be challenging. One source of data for emerging occupations is available from the Centers of Excellence, an initiative of the California Community Colleges Economic and Workforce Development Division. Through the website at <http://coecc.org>, individuals can access comprehensive reports on emerging occupations, called “Environmental Scans,” as well as information about requesting customized reports if no scan has been published. Do not attach the complete report to the proposal, but summarize the significance of the report’s findings to the college service area and use an appropriate format for citing the source so that Chancellor’s Office staff can refer to the entire report, if necessary.

## **9. Employer Survey (for CTE only)**

### **Attachment Required: Employer Survey**

In this section provide a copy of the survey, including the number of those surveyed, the number of responses, and a summary of the results.

Program proposals will be evaluated in light of the data regarding expected job openings within the next five years and the number of students that will complete the program per year. Take into account the number of completers in similar programs at other institutions within the geographical region. Chancellor's Office staff regularly refers to the data mart, available on the Chancellor's Office website, to confirm the number of completers in a particular discipline.

When strong data on local employment are not available, a survey of prospective employers in the geographic region within which students will be seeking employment must ordinarily be included. If an employer survey is found to be either impracticable or unnecessary, an explanation must be provided as well as other evidence of job availability.

If a survey is conducted, it must address the extent to which the proposed degree or certificate, with its stated objectives and proposed courses, will be valued by prospective employers. The questionnaire/survey must convey as much information as possible regarding the intended program design, proposed equipment, facilities, work experience included, and/or faculty qualifications. The survey can then be used to determine whether the employer would preferentially hire someone with such a degree or certificate over someone without it, other things being equal.

When reporting survey results, it is important to address the following:

- When the survey was taken and by what methodology (mail, telephone)
- How many employers were surveyed and how many responded
- The specific title(s) of the jobs covered by the survey
- How many openings the employer anticipates, due to separations and new jobs (growth), in the next full year and over the next five years
- Whether the employer believes the program as described would qualify students for the specific positions
- Whether the employer would preferentially hire students who have completed the program

Letters of support from businesses in the college's service area are sometimes included with a proposal. Such letters are especially important if it has not been feasible to conduct an employer survey. The most useful letters of support are specific, rather than general, and are from actual employers who will hire the program completers. An effective letter of support must specify that the

employer is familiar with the proposed program, needs the program completers, and intends to hire them. If possible, the letter must indicate the approximate number of program completers that the company anticipates hiring per year.

Other evidence of job market need may be included if available. If an employer survey has not been conducted, other materials may be provided in lieu of a survey or in addition to an employer survey. Examples of other evidence of need include job advertisements or listings, regional economic studies, and industry trend studies.

#### **10. Explanation of Employer Relationship (for CTE only)**

Whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer's facilities may be used to provide the training, or the program may be structured to meet training needs of a specific employer. The originator must include an explanation of how the open enrollment requirements for California community college courses (Cal. Code Regs., tit. 5, § 51006 and §§ 58100-58108) will be observed in this context.

Minutes of the advisory committee meetings at which the program was discussed and approved must be included. Highlight the approval action in the minutes. Minutes of other meetings, such as curriculum committee meetings, may also be included if they reflect relevant discussion. Meeting minutes must include the date and place of the meeting and names of all who attended.

For CTE Goal: Include the minutes of the Career Technical Education Regional Consortium meeting(s) at which the program was discussed and approved. Highlight the approval action in the minutes.

Highlight portions of the minutes that deal with substantive issues of program need, objectives, design, and resource requirements. Suggestions included in the minutes, questions or concerns that were raised, and decisions noted must be specifically addressed in the proposal.

### **Criteria C. Curriculum Standards**

#### **14. Transfer Applicability (if applicable)**

For proposals that indicate transfer as a goal, Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) documentation is required to show that courses fulfill lower-division requirements for a specific baccalaureate major or prepare students in an area of emphasis for a major field of study for baccalaureate institutions.

For degrees that do not satisfy lower division transfer preparation, documentation must show that the required courses are accepted for general education and/or elective credit by more than one baccalaureate institution. Indicate to which specific baccalaureate institution students in the proposed program may transfer.

#### **Attachment Required: Course Outline of Record**

A course outline of record (COR) must be attached in the CCC Curriculum Inventory for **all** courses required of **all** students in the program. If the proposed program is for an area of emphasis, students may be required to complete a specified number of units (minimum of 18 semester or 27 quarter units) by completing courses from a list. A COR for general education courses are not required to be attached to the program proposal.

#### **Attachment Required: Transfer Documentation (if applicable)**

Articulation Agreements are needed for proposals with the following program goals:

- Three Articulation Agreements – for Transfer only
- Two Articulation Agreements – for Transfer and CTE

## **Attachments Required**

Criteria B. Need

Labor/Job Market Data (CTE only)

Employer Survey (CTE only)

Criteria C. Course Standards

Course Outline of Records

Transfer Documentation (if applicable)

Signature Page

Development Criteria Narrative and Documentation

Approval letter from Department of Industrial Relations, Division of Apprenticeship Standards (DAS) that includes the specific campus, apprenticeship title, file number, and employer/sponsor contact information.

## APPENDIX A: Credit Forms

---

CCC300



California Community Colleges  
APPLICATION FOR APPROVAL CREDIT OR NONCREDIT  
APPRENTICESHIP PROGRAM

DATE	CONTACT PERSON
COLLEGE	PHONE NUMBER
DISTRICT	E-MAIL ADDRESS

PROPOSED PROGRAM TITLE:

CONTACT PERSON:

COLLEGE:

TITLE:

DISTRICT:

PHONE NUMBER:

PROJECTED START DATE:

resetUnits(); E-MAIL

PROGRAM TRANSFER:

ADDRESS:

PREVIOUS LOCATION

N/A

EMPLOYER OR JAC SPONSORING APPRENTICESHIP:

TYPE OF COURSES:

TYPE OF PROGRAM (SELECT ONLY ONE):

CERTIFICATE OF ACHIEVEMENT:

**PLANNING SUMMARY**

Recommended T.O.P. Code	Estimated FTE Faculty Workload
Units for Degree Major or Area of Emphasis	Number of New Faculty Positions
Total Units for Degree	Est. Cost, New Equipment
Required Units-Certificate	Cost of New/Remodeled Facility
Required Hours--	Est. Cost, Library Acquisitions

Enter the estimated total number of hours of related and supplemental instruction (RSI) the program is likely to generate in the first three years.	<b>YEAR</b>	<b>TOTAL RSI HOURS</b>
	Year 1	
	Year 2	
	Year 3	

By checking this box, I certify the college administrator contacted the Apprenticeship Coordinator at the California Community Colleges Chancellor's Office to discuss this proposed Apprenticeship program.

CCC300

**REQUIRED SIGNATURES**

**COLLEGE CURRICULUM APPROVAL**  
 Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations

<input type="text"/>	<input type="text"/>	<input type="text"/>
DATE	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR PRINTED NAME
<input type="text"/>	<input type="text"/>	<input type="text"/>
DATE	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR PRINTED NAME
<input type="text"/>	<input type="text"/>	<input type="text"/>
DATE	SIGNATURE, PRESIDENT, ACADEMIC SENATE	TYPED OR PRINTED NAME

**COLLEGE PRESIDENT**  
 All provisions of Title 5, Section 55130(b) have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed apprenticeship program

<input type="text"/>	<input type="text"/>	<input type="text"/>
DATE	SIGNATURE, PRESIDENT OF THE COLLEGE	TYPED OR PRINTED NAME

**DISTRICT APPROVAL**  
 On , the governing board of  District approved the apprenticeship program attached to this application

<input type="text"/>	<input type="text"/>	<input type="text"/>
DATE	SIGNATURE, SUPERINTENDENT / CHANCELLOR OF DISTRICT	TYPED OR PRINTED NAME

*Please retain the original signature page for your records and upload a scan of the signature page as an attachment.*



**DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION**

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is “not applicable” but **do not re-number** the sections. Provide documentation in the form of attachments as indicated.

**Criteria A. Appropriateness to Mission**

1. Statement of Program Goals and Objectives
2. Catalog Description
3. Program Requirements
4. Background and Rationale

**Criteria B. Need**

5. Enrollment and Completer Projections
6. Place of Program in Curriculum/Similar Programs
7. Similar Programs at Other Colleges in Service Area
8. Labor Market Information & Analysis (CTE only)
9. Employer Survey (CTE only)
10. Explanation of Employer Relationship (CTE only)
11. List of Members of Advisory Committee (CTE only)
12. Recommendations of Advisory Committee (CTE only)

**Attachment:** Labor / Job Market Data (CTE only)

**Attachment:** Employer Survey (CTE only)

**Attachment:** Minutes of Key Meetings

**Criteria C. Curriculum Standards**

13. Display of Proposed Sequence
14. Transfer Documentation (if applicable)

**Attachment:** Outlines of Record for Required Courses should be separately attached to each course

**Attachment:** Transfer Documentation (if applicable)

**Criteria D. Adequate Resources**

15. Library and/or Learning Resources Plan
16. Facilities and Equipment Plan
17. Financial Support Plan
18. Faculty Qualifications and Availability

**Criteria E. Compliance**

19. Based on model curriculum (if applicable)
20. Licensing or Accreditation Standards
21. Student Selection and Fees

**REQUIRED SIGNATURES**

Proposed Program Title \_\_\_\_\_ College \_\_\_\_\_

**LIBRARY AND LEARNING RESOURCES**  
 Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

\_\_\_\_\_  
 DATE SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER TYPED OR PRINTED NAME

**CAREER TECHNICAL EDUCATION ONLY:**  
 Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

\_\_\_\_\_  
 DATE SIGNATURE, ADMINISTRATOR OF CTE TYPED OR PRINTED NAME

\_\_\_\_\_  
 DATE SIGNATURE, CHAIR, CTE ADVISORY COMMITTEE TYPED OR PRINTED NAME

Program was recommended for approval by Regional Occupational Consortium on \_\_\_\_\_ (date).

\_\_\_\_\_  
 DATE SIGNATURE, CHAIR, REGIONAL CONSORTIUM TYPED OR PRINTED NAME

**LOCAL CURRICULUM APPROVAL**  
 Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

\_\_\_\_\_  
 DATE SIGNATURE, CHAIR, CURRICULUM COMMITTEE TYPED OR PRINTED NAME

\_\_\_\_\_  
 DATE SIGNATURE, ARTICULATION OFFICER TYPED OR PRINTED NAME

\_\_\_\_\_  
 DATE SIGNATURE, CHIEF INSTRUCTIONAL OFFICER TYPED OR PRINTED NAME

\_\_\_\_\_  
 DATE SIGNATURE, PRESIDENT, ACADEMIC SENATE TYPED OR PRINTED NAME

**COLLEGE PRESIDENT**  
 All provisions of Title 5, Chapter 6 have been considered. The college is prepared to support establishment and maintenance of the proposed instructional program.

\_\_\_\_\_  
 DATE SIGNATURE, PRESIDENT OF THE COLLEGE TYPED OR PRINTED NAME

**DISTRICT APPROVAL**  
 On \_\_\_\_\_ (date), the governing board of the \_\_\_\_\_ District approved the instructional program attached to this application.

\_\_\_\_\_  
 DATE SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT TYPED OR PRINTED NAME

*Please retain the original signature page for your records and upload a scan of the signature page as an attachment.*

Application Date



California Community Colleges

**SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM**

TITLE OF PROPOSED PROGRAM		CONTACT PERSON
TITLE OF EXISTING PROGRAM (IF DIFFERENT)		TITLE
EXISTING PROGRAM T.O.P. CODE	EXISTING PROGRAM CONTROL NUMBER	PHONE NUMBER
COLLEGE	DISTRICT	E-MAIL ADDRESS
PROJECTED START DATE FOR CHANGE		
<b>GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):</b>		
<input type="checkbox"/> CAREER TECHNICAL EDUCATION (CTE)	<input type="checkbox"/> TRANSFER	<input type="checkbox"/> OTHER

**Type of change requested: Check only one.**

- Add new Certificate of Achievement
- Add Degree to Existing Certificate Program
- Add new Major or Area of Emphasis to Existing Degree

**TYPE OF PROGRAM (SELECT ONLY ONE):**

- A.A. DEGREE
- A.S. DEGREE
- AA-T DEGREE (for transfer)\*
- AS-T DEGREE (for transfer)\*

**CERTIFICATE OF ACHIEVEMENT:**

- 18+ semester (or 27+ quarter) units
- 12-18 semester (or 18-27 quarter) units

\* The AA-T and AS-T degrees fulfill the requirements of California Education Code sections 66745-66749, also known as the Student Transfer Achievement Reform Act. See special instructions provided [here](#).

**Planning Summary:**

Projected Start Date (mm/dd/yyyy)

Projected Annual Completers

FIELDS	AS LISTED IN CURRENT INVENTORY	AS REVISED
Program Control Number		
TOP Code		
Local Title		
Units for Degree Major or Area of Emphasis		
Total Units for Degree		
Certificate Units		



*Attachments required for this form:*

- *Required signature page -- Please retain the original signature page for your records and upload a scan of the signature page as an attachment.*
- *Development Criteria Narrative & Documentation*
- *Course outlines for required courses (required for all applications).*
- *Articulation Agreements (if applying for transfer status)*

## DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is “not applicable” but do not re-number the sections. Provide documentation in the form of attachments as indicated.

### Criteria A. Appropriateness to Mission

1. Statement of goals and objectives for existing program, including new changes.
2. Catalog description for existing program, including new option.
3. New program requirements.
4. **Optional:** Discussion of background and rationale (if needed).

### Criteria B. Need

5. Enrollment and Completer Projections
6. Place of proposed change in the curriculum – relation to existing program and options; relation to other programs at your college.
7. Discussion of impact on other colleges in region (optional for transfer only programs).
8. Analysis of labor market need or job availability (for career technical education only).

### Criteria C. Curriculum Standards

9. Transfer applicability to **two** 4-year institutions (if applicable).

**Attachment:** Course outlines for required courses (required for all applications).

**Attachment:** Transfer Documentation (if applicable).

### If applicable to revised program:

10. **Criteria D-Adequate Resources:** Facilities, additional faculty, and new equipment or library resources
11. **Criteria E-Compliance:** Enrollment restrictions and licensing or accreditation standards



**REQUIRED SIGNATURES**

Title of Proposed Program \_\_\_\_\_ College \_\_\_\_\_

**LOCAL CURRICULUM APPROVAL:**  
 Changes proposed in this application have been approved by the curriculum committee and instructional administration, and all applicable requirements of Title 5 regulations have been satisfied.

_____	_____	_____
DATE	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR PRINTED NAME
_____	_____	_____
DATE	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR PRINTED NAME
_____	_____	_____
DATE	SIGNATURE, ACADEMIC SENATE PRESIDENT	TYPED OR PRINTED NAME

**CAREER TECHNICAL EDUCATION ONLY:**  
 Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

_____	_____	_____
DATE	SIGNATURE, ADMINISTRATOR OF CTE	TYPED OR PRINTED NAME

Changes proposed in this application been reviewed by the Career Technical Education Regional Consortium, and approval was recommended on \_\_\_\_\_ (date).

_____	_____	_____
DATE	SIGNATURE, CHAIR, REGIONAL CONSORTIUM	TYPED OR PRINTED NAME

**COLLEGE PRESIDENT:**  
 All provisions of Title 5, Section 55130 have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed changes to an existing, approved program.

_____	_____	_____
DATE	SIGNATURE, PRESIDENT OF THE COLLEGE	TYPED OR PRINTED NAME

**DISTRICT APPROVAL (check one):**

On \_\_\_\_\_ (date), the governing board of the \_\_\_\_\_ District approved the proposed changes to this existing program attached to this request.

The governing board has delegated to me the authority to approve substantial changes to existing programs, and I have approved the associate degree or certificate attached to this request.

_____	_____	_____
DATE	SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT	TYPED OR PRINTED NAME

*Please retain the original signature page for your records and upload a scan of the signature page as an attachment.*



Non-Substantial Changes to Approved Program

College \_\_\_\_\_ Contact Person \_\_\_\_\_  
 District \_\_\_\_\_ Phone # \_\_\_\_\_  
 Date Form Submitted \_\_\_\_\_ E-mail \_\_\_\_\_

Check one of the four boxes below to indicate the type of change.

If you select Option 1 or 2, complete fields A – K below:

- 1. Non-substantial change to previously approved program
- 2. Change from INACTIVE to ACTIVE status.

Date Program Reactivated

If you select Option 3 or 4, complete fields A, B & C below:

- 3. Change from ACTIVE to INACTIVE status.
- 4. Remove/Delete entry from current college program inventory

Date Program Last Offered

	FIELDS	AS LISTED in CURRENT INVENTORY	AS REVISED (fill in updated fields only)
A	Unique Code		N/A – Unique code cannot change.
B	T.O.P. Code		
C	Local Title		
D	Units for Degree Major or Area of Emphasis		Attach list of required courses.
	Total Units for Degree		
E	Certificate Units		Attach list of required courses.
F	Degree Type		
G	Year Approved		
H	Transfer Status		N/A - Use CCC-510 for Substantial Change.
I	Occupational Status		N/A - Use CCC-510 for Substantial Change.
J	By checking this box, you certify that this change has been approved at the college.		Curriculum Committee Approved

Attachments required for this form:

- Required signature page
- For revised and reactivated programs, attach **proposed program description and requirements** – catalog description, list of required course titles, units, and other completion requirements, including graduation requirements for proposed associate degree.

### REQUIRED SIGNATURES

College \_\_\_\_\_ District \_\_\_\_\_

SIGNATURES		
DATE _____	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER _____	TYPED OR PRINTED NAME _____

*Please retain the original signature page for your records and upload a scan of the signature page as an attachment.*

Application Date
------------------



California Community Colleges

NEW CREDIT COURSE

COLLEGE _____	CONTACT PERSON _____
DISTRICT _____	TITLE _____
<b>THIS COURSE, AS PROPOSED, WILL BE APPROVED AS:</b> Stand-alone Credit Course [CB24] <input type="checkbox"/> YES <input type="checkbox"/> NO	
	PHONE NUMBER _____
	E-MAIL ADDRESS _____

**Course title** [CB02] (limit 68 characters) \_\_\_\_\_

See instructions for completing this form in the **Program and Course Approval Handbook, 3<sup>rd</sup> Edition** (March 2009). Incomplete forms will be returned to the college. Items numbered with [CBxx] refer to the Course Data Elements in the Data Element Dictionary. There are limitations on values entered for these elements.

**Course ID** [CB01] \_\_\_\_\_

**Course units:** \_\_\_\_\_ **minimum** [CB07] \_\_\_\_\_ **maximum** [CB06]

By checking these boxes, you certify that proper approval has occurred at the college and district level.

- Curriculum Committee                       District Board Approved

**Course T.O.P. Code** [CB03] \_\_\_\_\_

**Course Credit Status** [CB04] \_\_\_\_\_ *Noncredit courses should be submitted using the CCC-456 application.*

**Course Transfer Status** [CB05] \_\_\_\_\_

**Course Basic Skills Status** [CB08]    Yes    No

**Course SAM Priority Code** [CB09] \_\_\_\_\_ *Value entered here affects Perkins funding.*

Is this course part of a cooperative work experience education program? [CB10]    Yes    No

**Course Classification Status** [CB11] \_\_\_\_\_

Is this course an "approved special class" for students with disabilities? [CB13]    Yes    No

**Course Prior to Transfer Level** [CB21] \_\_\_\_\_

**Funding Agency Category** [CB23] \_\_\_\_\_

**Catalog description:** (if additional space is required, attach a sheet)

**Justification for Need:** (if additional space is required, attach a sheet)

**REQUIRED SIGNATURES**

Course Title \_\_\_\_\_ College \_\_\_\_\_

<b>LIBRARY AND LEARNING RESOURCES</b>		
Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.		
_____	_____	_____
DATE	SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER	TYPED OR PRINTED NAME

<b>LOCAL CURRICULUM APPROVAL</b>		
Credit course has been approved by the curriculum committee and instructional administration, and satisfies all applicable requirements of Title 5 regulations.		
_____	_____	_____
DATE	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR PRINTED NAME
_____	_____	_____
DATE	SIGNATURE, ARTICULATION OFFICER	TYPED OR PRINTED NAME
_____	_____	_____
DATE	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR PRINTED NAME
_____	_____	_____
DATE	SIGNATURE, PRESIDENT, ACADEMIC SENATE	TYPED OR PRINTED NAME

<b>DISTRICT APPROVAL</b>		
On _____ (date), the governing board of the _____ District approved the instructional program attached to this application.		
_____	_____	_____
DATE	SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT	TYPED OR PRINTED NAME

*Please retain the original signature page for your records and upload a scan of the signature page as an attachment.*

*Attachments required for this form:*

- *Required signature page*
- *Course outline of record*





**California Community Colleges**  
**Modifications to Approved Credit Course**

College \_\_\_\_\_ Contact Person \_\_\_\_\_  
 District \_\_\_\_\_ Phone # \_\_\_\_\_  
 Date Form Submitted \_\_\_\_\_ E-mail \_\_\_\_\_

**Check one** of the boxes below to indicate the type of change.

- This change is a correction to a value previously reported. Course outline of record has not changed.
- Course outline of record has changed. New course control number [CB00] may be assigned when data elements marked with \* are changed. Error messages will notify you when a new control number will be necessary.
- Change course status from ACTIVE to INACTIVE status.
- Change course status from INACTIVE to ACTIVE status.
- Remove/Delete course from current college inventory.

DATA ELEMENT	DESCRIPTION	AS LISTED in CURRENT INVENTORY	AS REVISED (fill in updated fields only)
CB00	Course Control Number		
CB01	Course discipline and number		
CB02	Course title		
CB03 *	Course T.O.P. code		
CB04 *	Course Credit Status		
CB05	Course Transfer Status		
CB06 *	Maximum Course Units		
CB07 *	Minimum Course Units		
CB08 *	Course Basic Skills Status		
CB09 *	Course SAM Priority Code		
CB10	Course Cooperative Work Experience Education Status		
CB11	Course Classification Status		
CB13	Course Special Class Status		
CB21 *	Course Prior to Transfer Level		
CB22 *	Noncredit eligibility category		Default: Y = not applicable.
CB23 *	Funding Agency Category		
CB24	Course Program Status		
For program-applicable courses only, please identify <b>one</b> program for which this course is applicable:			
SP01	Program TOP Code		
SP04	Program Confirmation Number		
	Program/Certificate Title:		

**Course Description:** Please provide the current course description as it appears in the college catalog.

*Attachments required for this form:*

- *Required signature page (see next page).*
- *Revised course outline of record.*

**REQUIRED SIGNATURES**

Proposed Course Title \_\_\_\_\_ College \_\_\_\_\_

<b>LOCAL CURRICULUM APPROVAL</b>		
Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.		
DATE	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR PRINTED NAME
DATE	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR PRINTED NAME

*Please retain the original signature page for your records and upload a scan of the signature page as an attachment.*

## APPENDIX B: Noncredit Forms

---

CCC300



California Community Colleges  
APPLICATION FOR APPROVAL CREDIT OR NONCREDIT  
APPRENTICESHIP PROGRAM

DATE	CONTACT PERSON
COLLEGE	PHONE NUMBER
DISTRICT	E-MAIL ADDRESS

PROPOSED PROGRAM TITLE:

CONTACT PERSON:

COLLEGE:

TITLE:

DISTRICT:

PHONE NUMBER:

PROJECTED START DATE:

resetUnits(); E-MAIL

PROGRAM TRANSFER:

ADDRESS:

PREVIOUS LOCATION

N/A

EMPLOYER OR JAC SPONSORING APPRENTICESHIP:

TYPE OF COURSES:

TYPE OF PROGRAM (SELECT ONLY ONE):

CERTIFICATE OF ACHIEVEMENT:

**PLANNING SUMMARY**

Recommended T.O.P. Code	Estimated FTE Faculty Workload
Units for Degree Major or Area of Emphasis	Number of New Faculty Positions
Total Units for Degree	Est. Cost, New Equipment
Required Units-Certificate	Cost of New/Remodeled Facility
Required Hours--	Est. Cost, Library Acquisitions

Enter the estimated total number of hours of related and supplemental instruction (RSI) the program is likely to generate in the first three years.	<b>YEAR</b>	<b>TOTAL RSI HOURS</b>
	Year 1	
	Year 2	
	Year 3	

By checking this box, I certify the college administrator contacted the Apprenticeship Coordinator at the California Community Colleges Chancellor's Office to discuss this proposed Apprenticeship program.

CCC300

**REQUIRED SIGNATURES**

**COLLEGE CURRICULUM APPROVAL**  
 Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations

<input type="text"/>	<input type="text"/>	<input type="text"/>
DATE	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR PRINTED NAME
<input type="text"/>	<input type="text"/>	<input type="text"/>
DATE	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR PRINTED NAME
<input type="text"/>	<input type="text"/>	<input type="text"/>
DATE	SIGNATURE, PRESIDENT, ACADEMIC SENATE	TYPED OR PRINTED NAME

**COLLEGE PRESIDENT**  
 All provisions of Title 5, Section 55130(b) have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed apprenticeship program

<input type="text"/>	<input type="text"/>	<input type="text"/>
DATE	SIGNATURE, PRESIDENT OF THE COLLEGE	TYPED OR PRINTED NAME

**DISTRICT APPROVAL**  
 On , the governing board of  District approved the apprenticeship program attached to this application

<input type="text"/>	<input type="text"/>	<input type="text"/>
DATE	SIGNATURE, SUPERINTENDENT / CHANCELLOR OF DISTRICT	TYPED OR PRINTED NAME

*Please retain the original signature page for your records and upload a scan of the signature page as an attachment.*

Application Date
------------------



**NEW NONCREDIT COURSE CCC-456**

**A. CONTACT INFORMATION**

College: _____	District: _____
College Address: _____	
Contact Person: _____	Contact Person's Title: _____
Phone Number: _____	E-mail Address: _____
Fax Number: _____	

**B. COURSE INFORMATION**

1. Course Title [CB02] \_\_\_\_\_
2. Course ID [CB01] \_\_\_\_\_
3. By checking these boxes, you certify that proper approval has occurred at the college and district level.  
 Curriculum Committee       District Board Approved
4. Course Start Date \_\_\_\_\_
5. Total Hours of Instruction (minimum) \_\_\_\_\_ If variable hours, indicate the maximum hours \_\_\_\_\_
6. Taxonomy of Programs Code number [CB03] \_\_\_\_\_
7. Course Credit Status [CB04]       Noncredit
8. Course Transfer Status [CB05] \_\_\_\_\_
9. Course Basic Skills Status [CB08]     Yes     No
10. Course SAM Priority Code [CB09] \_\_\_\_\_
11. Course Cooperative Work Experience Education Status [CB10]     Yes     No
12. Course Prior to Transfer Level [CB21] \_\_\_\_\_
13. Noncredit Eligibility Category Code [CB22] \_\_\_\_\_
14. Funding Agency [CB23] \_\_\_\_\_
15. Material Fees: \_\_\_\_\_

16. Special Characteristics Code Descriptor (*check all that apply*):

- Learning Assistance
- Bilingual Instruction
- Convalescent Setting
- Correctional Facility
- Apprenticeship
- Persons of Substantial Disabilities
- Citizenship for Immigrants

17. Justification: \_\_\_\_\_

18. Proposed Catalog and Schedule Description: \_\_\_\_\_

## 19. This course complies with, and is part of, the following Title 5 regulations (check all that apply):

- §55151 - Certificate of Completion
- §55151 - Certificate of Competency
- §55154 - Adult High School Diploma Program
- §8150-8156 -- Apprenticeship
- Not part of a Noncredit Career Development and College Preparation Program

**IF APPLICABLE:**

20. Program/Certificate Title: \_\_\_\_\_

21. Program TOP Code: \_\_\_\_\_

22. Program Confirmation Number: \_\_\_\_\_

**REQUIRED SIGNATURES**

We certify this course meets with the standards of CCR Title 5, Section 55002(c)(1) & (2) and Section 55002 (a) (1) noncredit category, and has been approved through the local curriculum procedure for this college.

Proposed Course Title \_\_\_\_\_ College \_\_\_\_\_

<b>LOCAL CURRICULUM APPROVAL</b>		
Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.		
DATE	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR PRINTED NAME
DATE	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR PRINTED NAME
DATE	SIGNATURE, CHIEF EXECUTIVE OFFICER	TYPED OR PRINTED NAME
<b>MULTI-CAMPUS DISTRICTS ONLY:</b>		
DATE	SIGNATURE, SUPERINTENDENT OR CHANCELLOR	TYPED OR PRINTED
NAME		

*Please retain the original signature page for your records and upload a scan of the signature page as an attachment.*

*Attachments required for this form:*

- *Required signature page*
- *Course outline of record*



*California Community Colleges*

**NONCREDIT CAREER DEVELOPMENT AND  
COLLEGE PREPARATION (NCDCP) PROGRAM (CCC-460)  
FOR SB 361 ENHANCED FUNDING**

Date: \_\_\_\_\_

**A. CONTACT INFORMATION**

College: _____	District: _____
College Address: _____	
Contact Person: _____	Contact Person's Title: _____
Phone Number: _____	E-mail Address: _____
Fax Number: _____	

**B. PROGRAM INFORMATION: This section provides related and supplemental information on the proposed program. Each item must be completed.**

1. Certificate Title: \_\_\_\_\_
2. Certificate TOP Code: \_\_\_\_\_
3. Certificate is designed to result in:
  - Noncredit Certificate of Completion leading to improved employability or job opportunities.
  - Noncredit Certificate of Competency in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution
4. Certificate's primary eligibility category [CB22]:
  - A. English as a Second Language (ESL) or Vocational English as a Second Language (VESL);
  - C. Elementary or Secondary Basic Skills;
  - I. Short-Term Vocational programs with high employment potential;
  - J. Workforce preparation in the basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem-solving skills that are necessary to participate in job-specific technical training.

5. Provide evidence of high employment potential (Short-term vocational programs only):
- a.  Area of instruction is on list of [Occupational Titles with High Employment Potential](#) as defined by EDD. \_\_\_\_\_

- b.  Current labor market or job availability data/research and identified data source are attached with an explanation of how the data is verified. If you select this option, the employment data must be verified by a local Labor Market Information Division (LMID) EDD consultant.
- \_\_\_\_\_

6. Instructional Hours:

	# of Courses	# of Hours
a. Total Core Requirements:	_____	_____
b. Total Elective Requirements:	_____	_____
c. Total Core and Elective Courses and Hours:	_____	_____

7. Provide a description of the program and sequence of courses that will prepare the student for improved employability, job opportunities, or to successfully complete college courses for a recognized career field, to complete an associate degree, or to transfer to a baccalaureate institution.
- \_\_\_\_\_

*Attachments required for this form:*

- *Required signature page -- Please retain the original signature page for your records and upload a scan of the signature page as an attachment.*
- *Outlines of Record for all Courses*

**REQUIRED SIGNATURES**

Certificate Title \_\_\_\_\_ College \_\_\_\_\_

**LOCAL CURRICULUM APPROVAL:**  
 I have reviewed the attached certificate application and certify that, to the best of my knowledge, this material satisfies all of the applicable statutory and regulatory requirements for approval, including but not limited to California Education Code §84750.5, 84757, and 84760.5 and article 2.2 (commencing with §55150) of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations.

_____	_____	_____
DATE	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR PRINTED NAME
_____	_____	_____
DATE	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR PRINTED NAME
_____	_____	_____
DATE	SIGNATURE, ACADEMIC SENATE PRESIDENT	TYPED OR PRINTED NAME

**COLLEGE PRESIDENT:**  
 All provisions of title 5 have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed changes to an existing, approved program.

_____	_____	_____
DATE	SIGNATURE, PRESIDENT OF THE COLLEGE	TYPED OR PRINTED NAME

**DISTRICT APPROVAL (check one):**

On \_\_\_\_\_ (date), the governing board of the \_\_\_\_\_ District approved the proposed changes to this existing program attached to this request.

The governing board has delegated to me the authority to approve substantial changes to existing programs, and I have approved the associate degree or certificate attached to this request.

_____	_____	_____
DATE	SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT	TYPED OR PRINTED NAME

*Please retain the original signature page for your records and upload a scan of the signature page as an attachment.*



### Modification Request to an Approved Noncredit Program

College \_\_\_\_\_ Contact Person \_\_\_\_\_  
 District \_\_\_\_\_ Phone # \_\_\_\_\_  
 Date Form Submitted \_\_\_\_\_ E-mail \_\_\_\_\_

\_\_\_\_\_  
 DATE SIGNATURE, CHIEF INSTRUCTIONAL OFFICER TYPED OR PRINTED NAME

**Curriculum Committee Approved.** By checking this box, the college certifies that proper approval has occurred at the college and district level.

**Check** applicable boxes below to indicate the type of modification.

- 1. Add or Remove stand alone noncredit courses to an existing approved noncredit program.
- 2. Update TOP Code and program hours.
- 3. Update from INACTIVE to ACTIVE status. Enter date program reactivated: \_\_\_\_\_
- 4. Update from ACTIVE to INACTIVE status. Enter date program last offered: \_\_\_\_\_

	FIELDS	AS LISTED in CURRICULUM INVENTORY		AS REVISED (fill in updated fields only)	
A	Noncredit Program Code			N/A – Program code cannot change.	
B	T.O.P. Code <b>CB03</b>	Pre-populate this info			
C	Certificate Title	Pre-populate this info			
D	Noncredit Eligibility Category <b>CB22</b>	Pre-populate this info		If CB 22 changes <b>STOP, must use CCC-460 form.</b>	
E	Certificate Type: <input type="checkbox"/> Completion or <input type="checkbox"/> Competency	Pre-populate this info		<b>STOP, must use CCC-460 form</b>	
	<b>Instruction Hours</b>	<b>Number of Courses</b>	<b>Number of Hours</b>	<b>Number of Courses</b>	<b>Number of Hours</b>
F	Total Core Requirements	Pre-populate this info	Pre-populate this info		
	Total Elective Requirements	Pre-populate this info	Pre-populate this info		
	Total Core and Elective Courses and Hours	Pre-populate this info	Pre-populate this info		
G	Occupational Status	Pre-populate this info		<b>STOP, must use CCC-460 form</b>	
H	Course Control Numbers	Pre-populate this info		<b>Add Courses from Drop Down Button</b>	
				<b>Remove Courses from Drop Down Button</b>	



**Required attachments for this form**

For options 1-3:

- Signature page - retain the original signature page in the college instructional office and upload a scanned copy of the signature page as an attachment.
- Attach catalog description of program

For option 4:

- Signature page - retain the original signature page in the college instructional office and upload a scanned copy of the signature page as an attachment.



**California Community Colleges**  
**Modifications to Approved Noncredit Course**

College \_\_\_\_\_ Contact Person \_\_\_\_\_  
 District \_\_\_\_\_ Phone # \_\_\_\_\_  
 Date Form Submitted \_\_\_\_\_ E-mail \_\_\_\_\_

**Change Type:**

By checking this box, you certify that proper approval has occurred at the college and district level.

Curriculum Committee Approved

DATA ELEMENT	DESCRIPTION	AS LISTED in CURRENT INVENTORY	AS REVISED (fill in updated fields only)
CB00	Course Control Number		
CB01	Course discipline and number		
CB02	Course title		
CB03 *	Course T.O.P. code		
CB04 *	Course Credit Status		
CB05	Course Transfer Status		
	Total Hours of Instruction (minimum)		
	Total Hours of Instruction (maximum)		
CB08 *	Course Basic Skills Status		
CB09 *	Course SAM Priority Code		
CB10	Course Cooperative Work Experience Education Status		
CB11	Course Classification Status		
CB13	Course Special Class Status		
CB21 *	Prior to College Level		
CB22 *	Noncredit eligibility category		
CB23 *	Funding Agency Category		
CB24	Course Program Status		
	Special Characteristics Code Descriptor (check all that apply):		<input type="checkbox"/> Learning Assistance <input type="checkbox"/> Bilingual Instruction <input type="checkbox"/> Convalescent Setting <input type="checkbox"/> Correctional Facility <input type="checkbox"/> Apprenticeship <input type="checkbox"/> Persons of Substantial Disabilities <input type="checkbox"/> Citizenship for Immigrants

	This course complies with, and is part of, the following Title 5 regulations (check all that apply):	<input type="checkbox"/> §55151 - Certificate of Completion <input type="checkbox"/> §55151 - Certificate of Competency <input type="checkbox"/> §55154 - Adult High School Diploma Program <input type="checkbox"/> §§150-156 – Apprenticeship <input type="checkbox"/> Not part of a Noncredit Career Development and College Preparation Program
--	--	---

For program-applicable courses only, please identify one program for which this course is applicable:

<b>SP01</b>	Program TOP Code	
<b>SP04</b>	Program Confirmation Number	
	Program/Certificate Title:	

**Catalog and Schedule Description:** Please provide the current course description as it appears in the college catalog. If the schedule description is different from the catalog description, please provide both descriptions.

*Attachments required for this form:*

- *Revised course outline of record.*

## APPENDIX C: Legal Authority

---

The Board of Governors, by statute, has statewide responsibility for approving all new instructional programs in community colleges. This mandate is one of the earliest and most basic legislative charges to the Board. Before 1968, approval of programs for junior colleges was the responsibility of the State Board of Education. When the Board of Governors of the California Community Colleges was created by the Legislature in 1968, this responsibility was transferred to the new board. It is now contained in Education Code section 70901:

70901. Board of governors; duties; rules and regulations; delegation; consultation  
(a) The Board of Governors of the California Community Colleges shall . . . perform the following functions:  
. . . (b)(10) Review and approve all educational programs offered by community college districts

The Legislature also made the requirement for State approval part of the finance law for community colleges. This provision was part of the Education code for many decades, but in 1991 it was shifted to the California code of Regulations, title 5:

58050. Conditions for Claiming Attendance.  
(a) All of the following conditions must be met in order for the attendance of students enrolled in a course to qualify for state apportionment:  
(1) The course or the program of which it is a part must be approved by the Board of Governors in accordance with the provisions of Article 2 (commencing with Section 55100) of Subchapter 1, Chapter 6.  
(2) The course must meet the criteria and standards for courses prescribed by Section 55002. . . .

The Board of Governors has further adopted a "Minimum Condition" regulation regarding program and course approval. Minimum Conditions are selected areas of regulations that are considered particularly crucial and which may result in denial or reduction of State aid if violated. The Minimum Condition regulation on program and course approval is as follows:

51021. Curriculum.  
Each community college shall establish such programs of education and courses as will permit the realization of the objectives and functions of the community colleges. All courses shall be approved by the Chancellor in the manner provided in Subchapter 1 (commencing with Section 55000) of Chapter 6.

Pertinent sections to consult include, but are not limited to, the following:

Section Number	Regulation Topic
<b>California Education Code</b>	
70900	Creation of the System
70901	Board of Governors
66055.8.	Registered Nursing Programs
<b>California Code of Regulations, Title 5. Education, Division 6. California Community Colleges, Chapter 6. Curriculum and Instruction</b>	
55000	Definitions
55000.5	Handbook; Monitoring and Review of Approved Courses and Programs
55002	Standards and Criteria for Courses
55002.5	Credit Hour
55003	Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation
55005	Publication of Course Standards
55006	Records and Reports
55040	District Policy for Course Repetition
55041	Repeatable Courses
55042	Course Repetition to Alleviate Substandard Academic Work
55060	District Policy
55061	Philosophy and Criteria for Associate Degree and General Education
55062	Types of Courses Appropriate to the Associate Degree
55063	Minimum Requirements for the Associate Degree
55070	Credit Certificates
55072	Award of Certificates
55100	Course Approval
55130	Approval of Credit Programs
55150	Approval of Noncredit Courses and Programs
55151	Career Development and College Preparation
55152	Short-Term Vocational Programs Providing 288 Hours or More of Instruction
55153	Other Noncredit Programs Providing 288 Hours or More of Instruction
55154	Adult High School Diploma Program
55155	Noncredit Certificates
55160	Approval of Community Service Offerings
55170	Contract Courses
55180	Definitions
55181	Responsibilities

<b>55182</b>	Assessment of Needs and Preferences
<b>55183</b>	Identification of Objectives
<b>55184</b>	Analysis of Alternative Delivery Systems
<b>55185</b>	Additional Criteria for Approval of Educational Centers
<b>55200</b>	Definition and Application
<b>55250</b>	Approved Plan Required
<b>55250.3</b>	“Work Experience Education”
<b>55252</b>	Types of Cooperative Work Experience Education
<b>58160</b>	Noncredit Course Funding
<b>58161</b>	Apportionment for Course Repetition
<b>58164</b>	Open Entry/Open Exit Courses
<b>58168</b>	Tutoring
<b>58170</b>	Apportionment for Tutoring
<b>58172</b>	Learning Assistance